português

Portuguese

Language Guide

Continental

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Portuguese—Continental 1.2
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Continental Portuguese
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

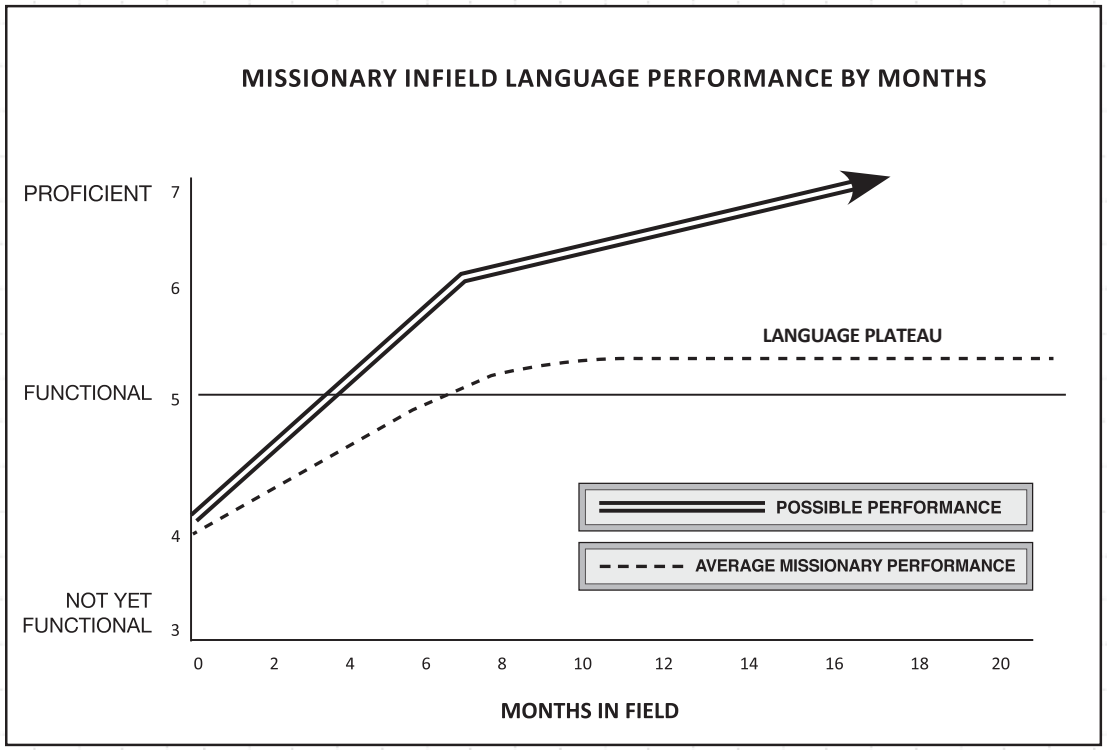
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



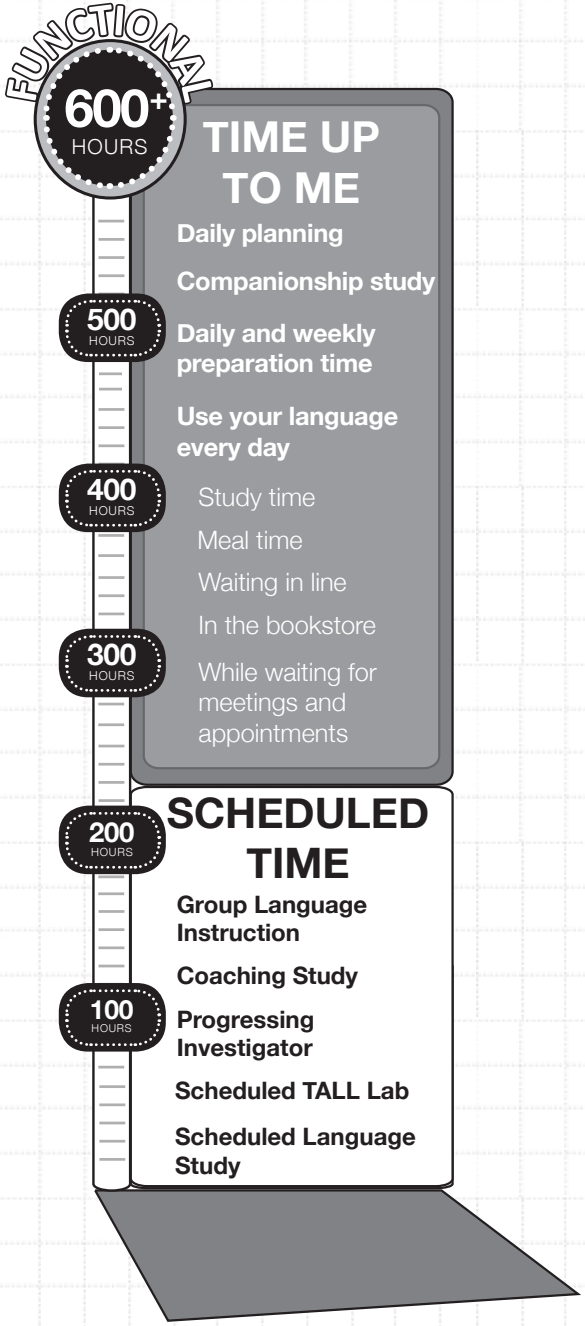
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

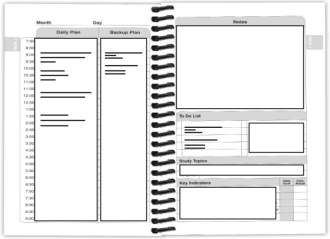
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

What do you see in these sample plans that you hadn't considered?

My Language Study Plan

This week's goals: [WHAT]

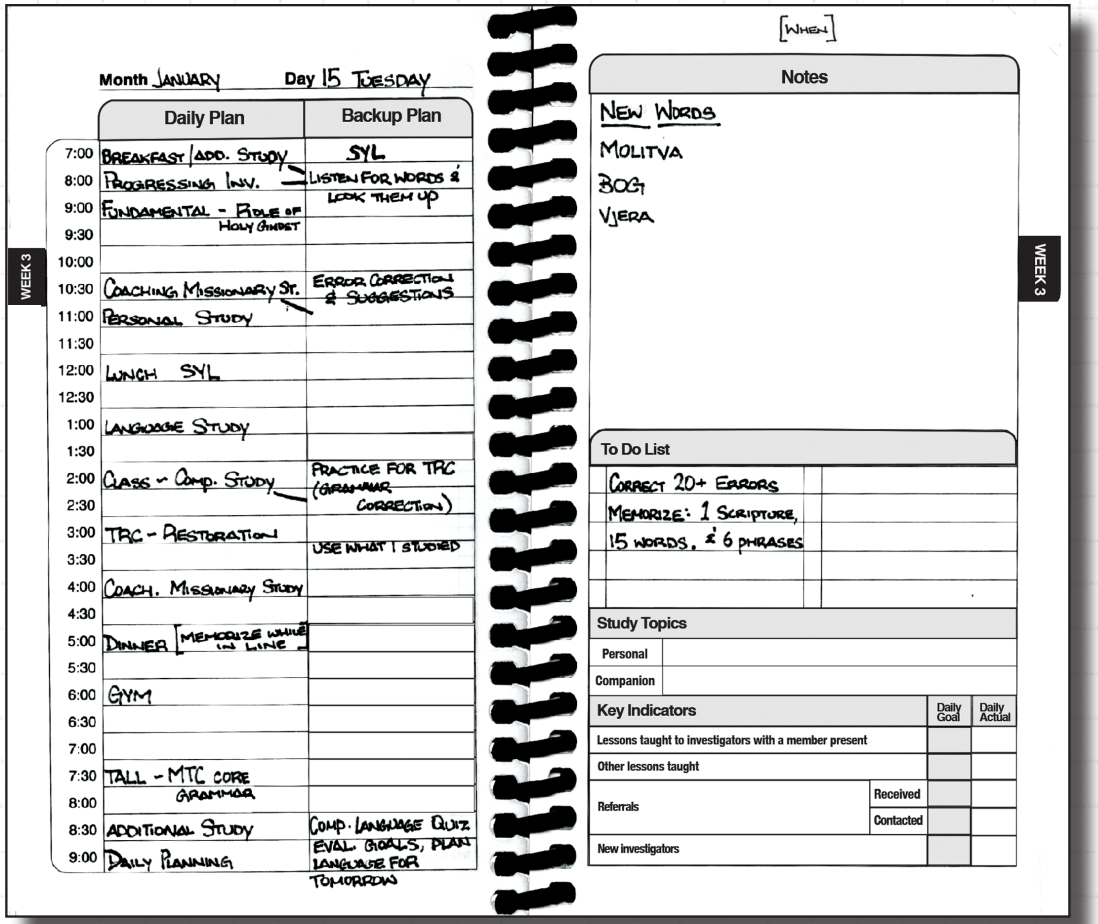
- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

- Use every moment well
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (go for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.



[WHEN]

Month January Day 15 Tuesday

	Daily Plan	Backup Plan
7:00	Breakfast / add. study	SYL
8:00	Progressing Inv.	Listen for words & look them up
9:00	Fundamental - Bible of Holy Ghost	
9:30		
10:00		
10:30	Coaching Missionary St.	Error correction & suggestions
11:00	Personal Study	
11:30		
12:00	Lunch SYL	
12:30		
1:00	Language Study	
1:30		
2:00	Class ~ Comp. Study	Practice for TRC (grammar correction)
2:30		
3:00	TRC - Restoration	
3:30		Use what I studied
4:00	Coach. Missionary Study	
4:30		
5:00	Dinner [memorize while in line]	
5:30		
6:00	Gym	
6:30		
7:00		
7:30	TALL - MTC core grammar	
8:00		
8:30	Additional Study	Comp. language quiz
9:00	Daily Planning	Eval. goals, plan language for tomorrow

WEEK 3

Notes

New Words
Molitva
Bog
Vjera

WEEK 3

To Do List

Correct 20+ errors	
Memorize: 1 scripture, 15 words, & 6 phrases	

Study Topics

Personal	
Companion	

Key Indicators		Daily Goal	Daily Actual
Lessons taught to investigators with a member present			
Other lessons taught			
Referrals	Received		
	Contacted		
New investigators			

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (If she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

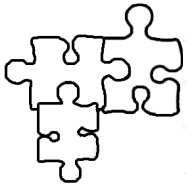
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.

QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

Tener (Common Expressions) (*Spanish for Missionaries*, p. 25)

Tengo	mucho	miedo	a los perros
I have (am)	*very*	*afraid of*	*dogs*

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

tengo *(I) have*	**tenemos** *(we) have*
tienes *(you) have*	**tenéis** *(you all) have*
tiene *(you) have*	**tienen** *(you all) have*
tiene *(he/she) has*	**tienen** *(they) have*

mucho(a) *very*
poco (a) *a little*

miedo a/de *afraid (of)*
ganas de *to feel like doing something*
diecinueve años *nineteen years (old)*
sueño *to be sleepy (tired)*
hambre *hungry*
sed *thirsty*
calor *hot*
frío *cold*
frío *cold*

hablar a las personas *of talking to people*
ser rechazado *of being rejected*
estar en esta área *of being in this area*
ser un misionero *of being a missionary*
enseñar a las personas *of teaching people*
predicar el evangelio *of preaching the gospel*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perros.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario

The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts

• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.

ENGLISH GRAMMAR TERMS

"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."

ARTICLE
the (definite); **a/an** (indefinite)

NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"

PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)

CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)

ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)

VERB
an action; also an event or state of being.

POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)

ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.

PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary (30 min):

Using this task, get to know your investigator. Find out about his or her life and his or her beliefs. Review the following vocabulary from today's in-class instruction:

Common Nouns		Common Verbs		Common Words	
O Amigo	*Friend*	Andar de	*To Ride (walk)*	Como	*How*
Basquete	*Basketball*	Conhecer	*To Get to know/Meet*	De	*Of/From*
O Colega	*Companion*	Ensinar	*To Teach*	E	*And*
Desporto	*Sports*	Estar	*To Be (temporary)*	Em	*In/On*
A Família	*Family*	Fazer	*To Make/ To Do*	Mas	*But*
O/A Filho(a)	*Son(Daughter)/Child*	Gostar	*To Like*	Meu/Minha	*My (m)/(f)*
Os Instrumentos	*Instruments*	Jogar	*To Play (games)*	Não	*No*
O Irmão	*Brother*	Ler	*To Read*	O que	*What*
A Irmã	*Sister*	Perguntar	*To Ask (a question)*	Onde	*Where*
A Mãe	*Mother*	Pregar	*To Preach*	Para	*To (in order to)*
O Membro	*Member*	Ser	*To Be (permanant)*	Qual	*Which*
A Missão	*Mission*	Servir	*To Serve*	Quando	*When*
O Missionário	*Missionary*	Ter	*To Have*	Se	*If*
O Pai	*Father*	Tocar	*To Play (instruments)*	Sim	*Yes*
O Violão	*Guitar*	Trabalhar	*To Work*	Também	*Also*

Pronouns	
Eu	*I*
Tu	*You*
Nós	*We*
Ele	*He*
Ela	*She*
Eles/Elas	*They/They(f.)*

Common Phrases			
Como se diz_____?	*How do you say_____ ?*	Bem-vindo	*Welcome*
Como se escreve_____?	*How do you write/spell_____?*	Boa noite	*Good night*
Não entendo.	*I do not understand.*	Boa tarde	*Good afternoon*
Nós temos uma mensagem.	*We have a message.*	Bom dia	*Good morning*
Prazer em conhecê-lo.	*It's a pleasure to meet you.*	De nada	*You're welcome*
Que significa_____?	*What does _____ mean?*	Obrigado(a)	*Thank you(f)*
Tem perguntas?	*Do you have any questions?*	Por favor	*Please*
Tenho uma pergunta.	*I have a question.*	Repita	*Repeat*

Numbers	
1 Um/Uma(f)	18 Dezoito
2 Dois/Duas(f)	19 Dezenove
3 Três	20 Vinte
4 Quatro	21 Vinte e um
5 Cinco	22 Vinte e dois
6 Seis	30 Trinta
7 Sete	40 Quarenta
8 Oito	50 Cinquneta
9 Nove	60 Sessenta
10 Dez	70 Setenta
11 Onze	80 Oitenta
12 Doze	90 Noventa
13 Treze	100 Cem
14 Quatorze	101 Cento e um
15 Quinze	200 Duzentos
16 Dezesseis	300 Trezentos
17 Dezesete	1000 Mil

Practice:

Introduce yourself in Portuguese to three missionaries that are not in your district. Have your companion practice translating for you as you introduce yourself.

Missionary Task: Introduce Yourself (Introduzir-se)

Greeting	Conversation	Response	Salutation
Oi *Hi* Olá *Hello*	Como tu estas? *How are you?* Tudo bem? *All is well?*	Estou bem. *I am well.* Tudo bem. *All is well.*	Tchau. *Goodbye.* Até mais. *See you later.*

To Be	Object
Eu sou *I am*	Élder/Sister _____. (?) *Elder/Sister_____.* meu/minha colega. (?) *my(f) companion(f).* (um(a)) missionário(a)(s). (?) *(a(f)) missionary(ies).*
Ele/Ela é *He/She is*	
Nós somos *We are*	

What is your name?	
Qual é o seu nome? *Which is the your name?* *(What is your name?)*	
Meu nome é _____. *My name is____.*	Seu nome é _____. *His/Her name is____.*

Where are you from?	
De onde tu es? *Of where you are?* *(Where are you from?)*	
Eu sou de_____. *I am from_____.*	Nós somos de_____. *We are from_____.*

Where will you serve?	
Onde tu vais servir? *Where you will serve?* *(Where are you going to serve?)*	
Eu vou servir na missão_____. *I will serve in the _____ mission.*	Nós vamos servir na missão_____. *We will serve in the _____ mission.*

What do you like	Verb
O que tu gostas de *The what you like of (What do you like)*	fazer? *To Do/Make?*
To Like	**Activity**
Eu gosto de* *I like of (I like)* *When conjugated, the verb "gostar" must always be followed by "de"	jogar desportos. *to play sports.* tocar piano. *to play (instruments) piano.* estudar as escrituras. *to study the scriptures.*

Question	Answer
Quantos anos tu tens? *How many years you have? (How old are you?)*	Eu tenho __ anos. *I have __ years. (I am __ years old.)*
Quantos irmãos/filhos tu tens? *How many siblings/children (do) you have?*	Eu tenho __ irmãos/filhos. *I have __ siblings/children.*
Quantas pessoas têm na tua família ? *How many people have (are there) in your family?*	Têm __ pessoas na minha família. *Have (there are) __ people in my family.*
Onde tu trabalhas? *Where (do) you work?*	Eu trabalho em_____. *I work in (at)_____.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns				Verbs	
O Arrependimento	*Repentence*	A Palavra de	*Word of God*	Acreditar	*To Believe*
A Autoridade	*Authority*	Deus	*Peace*	Ajudar	*To Help*
O Batismo	*Baptism*	A Paz	*Prophet*	Amar	*To Love*
A Bíblia	*Bible*	O Profeta	*Purpose*	Desejar	*To Desire*
O Bosque	*Grove*	O Propósito	*Redeemer*	Escutar	*To Listen*
Deus	*God*	O Redentor	*Restoration*	Esperar	*To Hope/Wait*
A Expiação	*Atonement*	A Restauração	*Priesthood*	Guiar	*To Guide*
O Exemplo	*Example*	O Sacerdócio	*Savior*	Orar	*To Pray*
A Fé	*Faith*	O Salvador	*The Lord*	Ouvir	*To Hear*
A Igreja	*The Church*	O Senhor	*Servant*	Proteger	*To Protect*
Jesus Cristo	*Jesus Christ*	O Servo	*Truth*	Querer	*To Want*
O(s) Mandamento(s)		A Verdade		Sentir	*To Feel*

Adjectives	
Importante	*Important*
Necessário(a)	*Necessary(f.)*
Verdadeiro(a)	*True(f.)*

Review:

Immediate Review:

Think of how this task can help you convey your purpose to an investigator. Practice the sentence structure in the task by stating your role as a missionary, asking a few thought provoking questions, and providing a few simple statements of truth.

Grammar Help:

Ser vs. Estar:

Generally estar is used in instances that are temporary. Examples would be location, feelings, anything that changes. Ser is used for more permanent situations like characteristics, posession and statements. For more information see the pages on ser and estar and the Appendix.

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to feel that God loves him or her and that he or she can approach Him through prayer and the scriptures), then use the sentences in the task to be able to accomplish your goal.

We	Are	Noun	Object
Nós *We*	somos *are*	missionários(as) *missionaries(f)* filhos(as) *children(f)* representantes *representatives*	do Senhor. *of the Lord.* de Deus. *of God.* de Jesus Cristo. *of Jesus Christ.*

Why	Subject + To Be	Adjective	To You
Porque *Why*	Deus é *God is* fé é *faith is* famílias são *families are* o batismo é *baptism is*	importante(s) *important(pl)* necessário(a)(s) *necessary(f.)(pl)*	para você? *to you?*

Subject	Verb	Object
Jesus *Jesus* O Livro de Mormon *The Book of Mormon* Ele *He*	ensina *teaches*	o Evangelho. *the Gospel.* o Plano de Salvação. *the Plan of Salvation.* o arrependimento. *repentance.* a verdade. *the truth.* a importância do batismo. *the importance of baptism.*
Nós *We*	ensinamos *teach*	
Os Profetas *The Prophets*	ensinam *teach*	

Subject	Direct Object Pronoun	Verb
Deus *God* Cristo *Christ*	nos *us* te *you* me *me* o *him* a *her*	ama. *loves.* conhece. *knows.* ouve. *hears.* guia. *guides.* ajuda. *helps.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
A Ajuda	*Help*
O Amor	*Love*
A(s) Bênção(s)	*Blessing(s)*
O Desejo	*Desire*
O Entendimento	*Understanding*
O Espírito Santo	*Holy Ghost*
O Evangelho	*The Gospel*
A Força	*Strength*
A Língua/O Idioma	*Language*
O Nome	*Name*
A Oração	*Prayer*
O Pesquisador	*Investigator*
Adjectives	
Amado	*Beloved*
Bondoso	*Kind*
Celestial	*Heavenly*
Grato(a)(s)	*Thankful(f.)(pl.)*
Querido	
Expressions	
Por favor	*Please*

Verbs	
Abençoar	*To Bless*
Agradecer	*To Thank*
Ajudar	*To Help*
Aprender	*To Learn*
Arrepender-se	*To Repent (oneself)*
Batizar-se	*To Baptize (oneself)*
Entender	*To Understand*
Estudar	*To Study*
Mudar-se	*To Change (oneself)*
Orar	*To Pray*
Pedir	*To Ask (beg)*
Poder	*To Be able to*
Ter	*To Have*
Trabalhar	*To Work*
Prepositions	
Por	*For*

Review:

Immediate Review:

Pray in Portuguese today in your companionship study and at least one other time during the day.

Grammar Help:

Por can be combined with the articles o and a to make pelo and pela.
Ex. por o Evangelho = pelo Evangelho.
See the Appendix for more information on contractions.

Any verb ending with -se is a reflexive verb.

Additional Practice:

Each day, try to expand and enrich your prayers by adding new vocabulary found in your Vocabulary and Phrases Portuguese Book. Think of your family, friends, and investigators, and create new sentences to add to your prayers. Your prayers will become more meaningful and sincere to you, your investigators, and to God.

Missionary Task: Offer a Prayer (Oferecer uma Oração)

Poss. Pronoun	Adjective	Name
Nosso *Our* Meu *My*	querido *dear* bondoso *dear*	Pai Celestial, *Heavenly Father,*

Pronoun	Thank(ful)	For	Object
Eu *I*	agradeço-te *thee thank* sou grato/a. *am grateful(f)*	por *for*	minha/nossas família(s). *my/our family(ies).* o Evangelho. *the Gospel.* o Espírito Santo. *the Holy Ghost.* meu/nossos chamado(s) missionário(s). *my/our mission call(s).*
Nós *we*	agradecemos-te *thee thank* somos gratos/as *are grateful(f)*		

Pronoun	Ask Thee	For	Object
Eu *I*	peço-te *thee ask*	por *for*	ajuda. *help.* orientação. *guidance.*
Nós *We*	pedimos-te *thee ask*		

Please	Direct Object	Bless	Object		With
Por favor *Please*	nos *us* me *me* o/a *him/her*	abençoa(.) *bless(.)* *(command)*	-----	com *with*	o Espírito Santo. *the Holy Ghost.* força. *strength.* o dom das línguas. *the gift of tongues.* fé. *faith.* uma resposta. *an answer.* saúde. *health.*
	-----		minha família(.) *my family(.)* nosso pesquisador(.) *our investigator(.)* o Profeta(.) *the Prophet(.)*		

Em nome de Jesus Cristo, amém.
In the name of Jesus Christ, amen.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
O Salvador	*The Savior*
O Testemunho	*Testimony*
O Pecado	*Sin*
A Dor	*Pain*
A Morte	*Death*
O Fardo	*Burden*
O Sofrimento	*Suffering*
O Castigo	*Punishment*
A Misericórdia	*Mercy*
A Expiação	*The Atonement*
A Vida Eterna	*Eternal life*
Os Apóstolos	*Apostles*
Connectors	
Por causa disso	*Because of this*
É por isso que	*That is why*
Então	*So/then (therefore)*

Verbs	
Voltar	*To Return*
Acreditar	*To Believe*
Saber	*To Know*
Vencer	*To Overcome*
Receber	*To Receive*
Adjectives	
Todo poderoso	*All-powerful*
Misericordioso	*Merciful*
Perfeito	*Perfect*
Prepositions	
Através de	*Through*
Graças a	*Thanks to*
Por meio de	*By way of (through)*
Por causa de	*Because of*

Review:

Immediate Review:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the role of the Savior and how the atonement has helped you in your life.

Grammar Help:

Possa and possamos come from the verb poder. These are conjugated in the present subjunctive tense. To learn more see the page on present subjunctive.

Additional Practice:

Before your next lesson, practice bearing testimony to your companion using phrases from this board display. Practice using the different forms and grammar principles. To challenge yourself, think of other statements of which you would like to testify, look up the vocabulary, then practice your own personalized testimony.

Subject	Is	Adjective
Deus *God* Jesus Cristo *Jesus Christ*	é *is*	perfeito. *perfect.* nosso Salvador/Pai. *our Savior/Father.* misericordioso. *merciful.*

To Know/Believe	That
Eu sei *I know* Eu acredito *I believe*	que *that*
Nós sabemos *We know* Nós acreditamos *We believe*	

Transition	Subject	Subject + Can	Phrase
Através de *Through* Por meio de *By way of* Graças a *Thanks to* Por causa de *Because of*	a Expiação *the Atonement* o batismo *baptism* a obediência *obedience* a oração *prayer* a fé *faith*	eu posso *I can* tu podes *you can* nós podemos *we can* famílias podem *families can*	ser salvo(a)(s). *can be saved(f.)(pl.).* ser liberto(a)(s). *be free(f.)(pl.).* receber respostas. *receive answers.* ser abençoado(a)(s). *be blessed(f.)(pl.).*

Subject	Past	Object	So That	Pronoun	Can	Phrase
Deus *God* Jesus Cristo *Jesus Christ*	deu *gave* expiou *atoned*	seu filho *His Son* por meus/teus/nossos pecados *for my/your/our sins*	para que *so that*	eu *I* tu *you*	possa *can*	voltar a Deus. *return to God.* ser perdoado(a)(s). *be forgiven(f.)(pl.).*
				nós *we*	possamos *can*	ser feliz(es). *be happy(pl.).*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Indicators Of Time	
Agora	*Now*
Amanhã	*Tomorrow*
Hoje	*Today*
Hoje à noite	*Tonight*
Ontem	*Yesterday*
Semana	*Week*

Days Of The Week	
Domingo	*Sunday*
Segunda-Feira	*Monday*
Terça-Feira	*Tuesday*
Quarta-Feira	*Wednesday*
Quinta-Feira	*Thursday*
Sexta-Feira	*Friday*
Sábado	*Saturday*

Prepostions	
Antes de	*Before*
Depois de	*After*
Sobre	*About*

Verbs	
Econtrar	*To Find*
Expressar	*To Express*
Frequentar	*To Attend*
Ir	*To Go*
Melhorar	*To Better/Improve*
Mostrar	*To Show*
Responder	*To Answer/Respond*
Ser limpo	*To Be clean*

Nouns	
O Batismo	*Baptism*
A Resposta	*Answer*
A Reunião	*Meeting*

Cause And Effect	
Quando...	*When...*
Se...	*If...*

Review:

Immediate Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Write an invitation sentence and a promised blessing sentence for each invitation you plan to extend.

Grammar Help:

Beginning a sentence with Se (If) and Quando (When) causes the next verb to be in the future subjunctive. To learn more see the page about future subjunctive.

Additional Practice:

Following up with investigators is essential for their growth and progress. When time allows, practice with your companion asking your investigator about his or her progress keeping invitations, then promise blessings and check for understanding.

Missionary Task: Extend an Invitation (Extender um Convite)

Will You	Invitation	When
Tu vais *Will you*	ler o Livro de Mórmon *read the Book of Mormon* a igreja *(go) to church* ser batizado(a) *be baptized(f.)*	hoje? *today?* no domingo? *on Sunday?* em uma semana? *in a week?*

If	You	Invitation	You Will	Verb	Noun
Se *If*	tu *you*	leres o Livro de Mórmon, *to read the Book of Mormon,* frequentares à igreja, *to go to church,* orares, *to pray.,* arrependeres, *to repent,* batizar-se, *to be baptized,*	tu vais *you will*	receber *receive* achar *find* saber *know* sentir *feel*	respostas. *answers.* fé. *faith.* perdão. *forgiveness.* a verdade. *the truth.* amor. *love.*

When	Invitation	Noun	Will Help	You	Phrase
Quando *When*	tu mostrares fé, *you show faith,* tu se arrepender, *you repent,* tu foste batizado(a), *you are baptized(f.),*	Cristo *Christ* O Espírito Santo *The Holy Ghost* Deus *God*	vai ajudar *will help*	te *you*	a ser limpo(a). *to be clean(f.).* a mudar. *to change.* a ser curado(a). *to be healed(f.).*

You	Past Invitation	When?
Tu *You*	(não) leste o Livro de Mórmon *(not) read the Book of Mormon* (não) foste a igreja *(not) went to church* (não) oraste *(not) prayed*	ontem? *yesterday?* no domingo? *on Sunday?*

What	You	Past Preterit
O que *What*	tu (não) *you (not)*	sentiste? *felt?* entendeste? *understood?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Expression	
Vamos	*Let's (command)*

Verbs	
Aplicar	*To Apply*
Confiar	*To Trust/Confide*
Desenvolver	*To Develop*
Pensar	*To Think*
Procurar	*To Search*
Tornar-se	*To Become*

Adjectives	
Fiel	*Faithful*
Genuíno(a)	*Genuine(f.)*
Humilde	*Humble*
Obediente	*Obedient*
Sincero(a)	*Sincere(f.)*

Question Phrases	
Como tu achas	*How do you think*
Na tua opinião	*In your own words*
Em tuas próprias palavras	*In your opinion*

Nouns	
Versículo	*Verse*
Passagem	*Passage*
Capítulo	*Chapter*
Pensamento	*Thought*
Coração	*Heart*
Intenção	*Intent*
Testemunho	*Testimony*
Resposta	*Answer*
Pergunta	*Question*
Dúvida	*Doubt*
Exemplo	*Example*

Review:

Immediate Review:

Identify the scripture passages that you will be sharing in your next visit. Practice introducing the passage by giving a brief background, giving the citation, and finally creating questions that help the investigator apply the verse to their lives.

Grammar Help:

Some of these verbs (leia, procure, pense) are conjugated in the present subjuntive because they are commands. To learn more see the page about commands.

Additional Practice:

Find your favorite scripture, possibly your mission scripture or one that helped change your life, then share it with three other missionaries.

Missionary Task: Share a Scripture (Compartilhar uma Escritura)

Let's	Read	Noun	Prep.	Noun
Vamos *We will* *(Let's)*	ler *read*	(um) versículo(s) *(a) verse(s)* uma passagem *a passage*	sobre *about*	a fé. *faith.* o batismo. *(the) baptism.* o arrependimento. *repentance.*

Phrase	Verb + Prep.	Phrase
Enquanto nós lemos, *While we read,*	procure por *search for* pense em *think in (about)*	exemplos de fé. *examples of faith.* como podes ser mais feliz. *how you can be happier.* direção de Deus. *guidance from God.*

Please	Read	Chapter	Location	Noun
Por favor *Please*	leia *read*	capítulo dez *tenth chapter*	no Livro de *in the Book of*	Moróni. *Moroni.*

Verse	Number	To	Number
versículo(s) *verse(s)*	três *three*	a *to*	cinco. *five.*

What Means/Is	Noun	To You
Que significa *What (does) means* O que é *What is*	um coração sincero *a sincere heart* real intenção *real intent* a verdade *truth (the right)*	para ti? *to you?*

Question Phrase
*(Como) eu posso *(How) I can* *(Como) tu podes *(How) you can* *(Como) nós podemos *(How) we can*

Phrase	By	Verb	Noun
ser mais feliz(es)? *be happier(pl.)(?)* desenvolver fe em Cristo.(?) *develop faith in Christ.(?)* aplicar estes versículos.(?) *aplicar these verses.(?)*	ao *by*	obedecer *obeying* ler *reading* estudar *studying*	os mandamentos. *the commandments.* as escrituras *the scriptures.* o evangelho. *the Gospel.*

What Else	Desire	Verb
O que mais *What else*	(tu) queres *you want* (tu) esperas *you wish/hope*	perguntar? *to ask?* descobrir? *to find out?*

Which	Noun	Do You Have
Quais *Which (plural)*	dúvidas *doubts* pensamentos *thoughts?*	tu tens? *(do) you have?*

***For a question, use como and stop at the dotted line, for an answer don't use como and continue past the dotted line.**

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
Buscar/Procurar	*To Seek*
Começar	*To Begin*
Cuidar	*To Take Care*
Decidir	*To Decide*
Frequentar	*To Attend*
Guiar	*To Guide*
Obedecer	*To Obey*
Ouvir	*To Hear*
Responder	*To Answer*
Ver	*To See*
Sentir	*To Feel*
Adjectives	
Físico(a)(s)	*Physical(f.)(pl.)*
Separado(a)(s)	*Separate(f.)(pl.)*

Nouns	
O Corpo	*Body*
A Promessa	*Promise*
O Ser	*Being*
Transitions	
Depois de aquilo	*After that*
Depois de	*Afterwards*
E agora	*And now*
Então	*So, Then*
Semelhante	*Similarly*

Review:

Immediate Review:

Think of your own conversion story. How did you come to know that the church is true? Practice sharing with an investigator your conversion story and assure him or her that they too can build a personal testimony.

Grammar Help:

Reminder: In the bottom box, when you are using a direct object you don't use the noun, and when you are using the noun, you don't use a direct object.

Additional Practice:

Try to tell the story of Joseph Smith and the First Vision to your companion and then to an investigator. Recount what Joseph was searching for and how he found his answer. Also include what happened as a result of him finding that answer. Using what you remember from the "Bear Testimony" task, bear your personal testimony of the First Vision and how it relates to the investigator's experience.

Subject	Past Verb	InfinitiveVerb	If There Is	Phrase
José Smith *Joseph Smith* Ele *He* Eu *I*	queria *wanted* desejava *desired*	saber *to know* entender *to understand* descobrir *to find out*	se existia *if existed* *(if there was)*	uma igreja verdadeira. *a true church.* um Deus. *a God.* perdão de pecados. *forgiveness of sins.*

Pronoun	Past Verb	Phrase
Ele *He*	decidiu a *decided* começou a *began to*	estudar a Bíblia. *to study the Bible.* perguntar a Deus. *to perguntar to God.*
Eu *I*	decidi *decided* comecei a *began*	

Subject	Past Verb	Noun
Deus *God* Jesus Cristo *Jesus Crist* O Espírito Santo *The Holy Ghost*	respondeu *answered* apareceu a *appeared to*	José Smith. *Joseph Smith.* mim. *me.*

Pronoun	Past Verb + That	God	Phrase
Ele *He*	descrobriu que *found out that* soube que *knew that*	Deus *God*	responde às nossas orações *answers prayers.* e Jesus Cristo são seres diferentes. *and Jesus are different beings.* tem um corpo físico. *has a physical body.* cuida de Seus filhos. *cares for His children.*

Transition
Então *So* Por isso *That's why* E *And* Depois disso, *After that,* Igualmente, *Equally ,*

Pronoun	Verb	That	Subject	Direct Obj.	Verb	Noun
Ele *He* Eu *I*	soube *knew/found out*	que *that*	Deus *God* Jesus Cristo *Jesus Christ*	-----	ouve/escuta(.) *hears(.)* guia(.) *leads (guides)(.)* abençõe(.) *blesses(.)* cura(.) *heals(.)* ama(.) *loves(.)*	seus filhos. *His children.* todos nós. *all of us.*
Tu podes *You can*	saber *to know* descobrir *to find out*			me *me* nos *us* o/a *him/her/you*		-----

Estar

	Estamos		**animados**	**porque leu o capítulo.**	
	We are		*excited*	*because you read the chapter.*	
Sim,			**animado/a(s)**	**porque leu o capítulo**	
Yes	*(singular)*	*(plural)*	*excited*	*because he/she/you read the chapter*	
Não,	**Eu (não) estou**	**Nós (não) estamos**	**triste(s)**	**porque não vieram à igreja**	
No	*I am*	*we are*	*sad*	*because they/you didn't come to church*	
Por que	**Tu (não) estás**	**Vós (não) estais**	**feliz(es)**	**porque oraram como família**	
Why	*you are*	*you (all) are*	*happy*	*because they/you prayed as a family*	
	Você (não) está	**Vocês (não) estão**	**contente(s)**	**porque deixou de fumar**	
	you are	*you(all) are*	*content*	*because you/he/she quit smoking*	
	Ele (não) está	**Eles (não) estão**	**interessado/a(s)**	**pelo seu progresso**	
	he is	*they(m) are*	*interested*	*for his/her/your progress*	
	Ela (não) está	**Elas (não) estão**	**grato/a(s)**	**pelo seu batismo**	**(.)**
	she is	*they(f) are*	*grateful*	*for his/her/your baptism*	
			aqui	**pela sua hospitalidade**	**(?)**
			here	*for his/her/your hospitality*	
			na sua casa	**para ajudar**	
			in your house	*in order to help*	
			na terra	**para apoiá-lo**	
			on the earth	*to support him/you*	
				para aprender e progredir	
				to learn and progress	

Estão aqui para ajudar?
Are you here to help?
Sim, estamos aqui para ajudar.
Yes, we are here to help.
Não, estamos aqui para apoiá-lo.
No, we are here to support you.

Por que estão felizes?
Why are you happy?
Estamos felizes pelo seu progresso.
We are happy for your progress.

Function: Asking about and expressing a state of being
Context: Expressing your feelings when following up on commitments

Scenario

You have been teaching Ana for the past couple of weeks. In your last appointment, she committed to read Alma 32 in order to learn more about faith. She also said that she would pray to know if the Book of Mormon is true. You have an appointment with her today, and before teaching her, you want to follow up on her commitments.

1. Read with the missionaries the "follow up" section from chapter 11 in *Preach my Gospel* (p. 200). Talk about how you can compliment and encourage people who are keeping commitments. Talk about how you can express concern and disappointment when people fail to keep their commitments.

2. Demonstration: Watch a short demonstration by your teacher on how to express happiness when investigators keep their commitments and how to show disappointment when they don't. Decide which of the words listed below would be used to express happiness or to express disappointment.

- Triste
- Alegre
- Agradecido
- Preocupado
- Emocionado
- Contente
- Feliz
- Frustrado

3. Practice: Role play with another companionship (switching off taking the role of the investigator) to practice expressing concern or giving compliments by using the words you wrote on the board. In the given situation you have discovered the following:

- Ana read Alma 32
- Ana didn't pray about the Book of Mormon
- Ana didn't go to church last Sunday

You can start by having the investigator say if he/she did or didn't keep the commitment and then let the missionaries show support.

For example:
Inv.: Sim, li Alma 32.
Mis.: Muito bem! Estamos felizes porque leu o capítulo.
Mis.: Estamos animados pelo seu progresso.
Inv.: Não, não orei sobre o Livro de Mórmon.
Mis.: Estamos tristes porque não orou sobre o livro.
Mis.: Estamos aqui para ajudar.

4. Re-practice: by showing concern or support to these investigators.

- Carlos - He didn't go to church last Sunday, but he was able to keep the Word of Wisdom.
- Mafalda - She was able to pray about Joseph Smith, but she didn't read the Book of Mormon.
- João - He was able to read the Book of Mormon, but he didn't stop smoking.
- Bruno - He wasn't able to go to church last Sunday and he didn't pray about Joseph Smith.
- Use real scenarios from current progressing investigators.

Additional Scenario(s)

- Discussing an investigators progress during a planning meeting
- Discussing your reservations about going into the mission field

Progressive

Você está	a	orar	a	Deus.
You are		*praying*	*to*	*God.*

Sim,
Yes
Não
No

Eu (não) estou *I am*	**Nós (não) estamos** *We are*
Tu (não) estás *You are (inf)*	**Vós (não) estais** *You all are*
Você (não) está *You are (f)*	**Vocês (não) estão** *You all are (f)*
Ele (não) está *He is*	**Eles (não) estão** *They are (masc.)*
Ela (não) está *She is*	**Elas (não) estão** *They are (fem.)*

+ a +

orar
to pray
perguntar
to ask
_____
estudar
to study
ler
to read
sentir
to feel
cumprir
to keep
assistir
to attend
receber
to recieve

a respeito de
about
a
to
por
for

Deus
God
José Smith
Joseph Smith
o Livro de Mórmon
the Book of Mormon
o Espírito Santo **(?)**
the Holy Ghost
a Igreja
the Church
os mandamentos
the commandments
as escrituras
the scriptures
com os seus compromissos
with your commitments
respostas às suas orações
answers to your prayers
bênçãos
blessings

Estás a orar a Deus?
Are you praying to God?
Sim, estou a orar a Deus.
Yes, I am praying to God.
Não, não estou a orar a Deus.
No, I am not praying to God.

Function: Asking about and describing actions and events
Context: Following up

Scenario

Watch the video clip "Teach People, Not Lessons - Jynx" from District 2 (0.43min - 2.35min) <https://apps.mtc.byu.edu/medialibrary/preachMyGospel.html>. The missionaries are following up on her commitment to pray. She didn't feel anything after praying, so the missionaries are trying to help her recognize an answer from the Holy Ghost. Pay attention to what the missionaries and Sister Jynx say, and specifically indentify where they use present progressive. Write down the sentences in which they used present progressive on a separate piece of paper and then translate the sentences into Portuguese. Some of these sentences are:

- "They are feeling the Holy Ghost." Elder Christensen
- "You are not listening well." Elder Christensen

1. Practice: Each companionship will role play with another companionship (switching off taking the role of the investigator). Have the missionary ask the investigator: "How are you desiring to receive an answer?" Then have the investigator give different answers.

For example:

- Estou a desejar sentir alegria.
- Estou a desejar sentir o espírito.
- Estou a desejar sentir segurança.
- Estou a desejar que Deus me fale.
- Estou a desejar sentir um ardor no peito.
- Estou a desejar ver Deus.

Help the investigator recognize the Holy Ghost by asking the investigator how he/she feels when he/she (1) reads the Book of Mormon, (2) prays sincerely to God, and (3) goes to church.

For example:

Mis.: O que está a desejar receber como resposta?
Inv.: Estou a desejar sentir alegria.
Mis.: Quando está a ler o Livro de Mórmon, sente alegria?
Inv.: Não, não sinto alegria quando estou a ler o Livro de Mórmon.
Mis.: Quando está a orar sinceramente a Deus, sente alegria?
Inv.: Sim, sinto alegria quando estou a orar sinceramente a Deus.

2. Re-practice: by having the investigator give different answers of how he/she expects to receive an answer.

Additional Scenario(s)

- Talking about what someone is doing
- Reporting to the mission president about an area.

Conceptual Practice: Ser and Estar

Objective: Successfully choose the form of "to be" for the following sentences:

Instructions: Show this board on the screen and have the missionaries take turns reading the sentences. Have them decide whether to use "ser" or "estar" for the underlined verbs. 'Ser' is used when referring to occupation, calling, religion, nationality, relationship, origin, ownership, material of which something is made, times, and dates. Generally speaking 'ser' is used to refer to things in a permanent state. 'Estar' is used to refer to things in a temporary state such as locations of moveable objects, changed or temporary states of emotion and condition, and physical or emotional states. (Answers on pg. 92)

1. We <u>are</u> children of God.
2. We <u>are</u> on earth to learn and progress.
3. God <u>is</u> our Heavenly Father.
4. He <u>is</u> kind and loving.
5. I <u>am</u> happy today.
6. I <u>am</u> a missionary.
7. I <u>am</u> from Latin America.
8. I <u>am</u> exhausted after today.
9. These books <u>are</u> Brother Luna's.
10. My sweater <u>is</u> made of wool.
11. I <u>am</u> nervous for our next appointment.
12. What day <u>is</u> today?
13. I <u>am</u> very happy here in the mission field.
14. Today <u>is</u> preparation day.
15. Our investigators <u>are</u> seated with the Sanchez Family.
16. Our investigators <u>are</u> on a train, about a mile from the edge of the city.
17. The members <u>are</u> extremely happy people.
18. My companion <u>is</u> a hard working missionary
19. He <u>is</u> from Mississippi.
20. He <u>is</u> sick with a cold.
21. I <u>am</u> ready to start teaching in the field.
22. Before his mission, he <u>was</u> always sick.
23. He <u>was</u> kind of a sickly guy.
24. Juan Manuel <u>is</u> from Spain.
25. He <u>is</u> studying in the university.
26. My companion <u>was</u> frustrated because I lost his pen.
27. General conference will <u>be</u> next month.
28. The food <u>was</u> too hot.
29. The food <u>was</u> his.
30. What <u>is</u> your companion like?
31. How <u>is</u> your companion doing today?
32. The church <u>is</u> very beautiful.
33. The water in the baptismal font <u>was</u> freezing.
34. I am trying <u>to be</u> a more exciting teacher.
35. <u>Is</u> the door open?
36. The bishop <u>isn't</u> home.
37. My parents <u>are</u> Canadian.
38. I <u>am</u> pleased with that lesson.
39. The spirit <u>is</u> present during the sacrament.
40. Christ <u>is</u> the Son of God.
41. I <u>am</u> happy when I <u>am</u> working.
42. Joseph Smith <u>was</u> confused at that time.
43. The meeting <u>is</u> at 4:30.

Scenario

You have been teaching Sandra for the last couple of weeks. When you first contacted her she said that she wasn't interested in learning more about God because she was bitter and angry with Him. After bearing your testimony and promising blessings she consented to having you, your companion, and a member come to teach her in a few days. During that first lesson she told you that she had a supportive husband and gave birth to a beautiful son only three years ago. About a year after his birth, the little baby boy got sick and passed away. Overcome with grief, Sandra couldn't find relief. So bad was her depression that it began to damage her marriage. A year after the baby's passing, she and her husband got a divorce. With tears in her eyes she said to you, "I have lost everyone important in my life . . . I am completely alone."

You and your companion decide that as part of your upcoming lesson, you are going to relate the events of the crucifixion, its pain, and loneliness for the disciples and for the Savior. Then you are going to teach about the resurrection and its subsequent joy and happiness. Your hope is to eventually tie it to her and explain that dark times will eventually end.

1. Demonstration: Your teacher will show you a picture of the crucifixion. Your teacher will ask questions like "Who is this person?" and "How are they?" Respond and specifiy in English whether the verb *ser* or *estar* would be used.

2. Practice: One missionary will assume the role of Sandra, the investigator. Have the other missionary explain who each person in the picture is and how they are, specifiying which verb they would use in Portuguese

Additional Scenario(s)

- Talking about investigators
- Describing your area to a new incoming Elder
- Talking about your relationship with God

Ser

Ele é — *He is*

carpinteiro. — *(a) carpenter.*

Não, *No,*
Sim, *Yes,*

+

(Ser = to be)

(singular)	*(plural)*
Eu* (não) sou *I am*	**Nós* (não) somos** *We are*
Tu* (não) és *You are*	**Vós* (não) sois** *You (all) are*
Você* (não) é *You are*	**Vocês* (não) são** *You(all) are*
Ele* (não) é *He is*	**Eles* (não) são** *They(m) are*
Ela* (não) é *She is*	**Elas* (não) são** *They(f) are*

+

inteligente(s)	-	*intelligent **
simpático/a(s)	-	*kind*
paciente(s)	-	*patient*
feliz(es)	-	*happy*
esperto/a(s)	-	*clever*
dentista	-	*a dentist*
doutor(a)	-	*a doctor*
carpinteiro(a)	-	*a carpenter*
menos ativo(s)	-	*less active*
católico/a(s)	-	*catholic*
ateu(s)	-	*atheist(s)*
de Lisboa, Portugal	-	*from Lisbon, Portugal*
de Mississíppi	-	*from Mississippi*
dos Estados Unidos	-	*from the U.S.*
missionários	-	*missionaries*
representantes de Jesus Cristo	-	*representatives of Jesus Christ*
discípulos	-	*disciples*
mensageiros	-	*messengers*
membros da Igreja de Jesus Cristo	-	*members of the Church of Jesus Christ*

***De onde**
From where
***Quem**
(Who) Only used for 3rd person.

Ela é Portugesa?
Is she Portuguese?
Sim, ela é Portugesa.
Yes, she is Portuguese
Não, ela não é Portugesa.
No, she is not Portuguese.

De onde é o teu bispo?
Where is your bishop from?
Ele é de Lisboa
He is from Lisbon.

Tu és dos Estados Unidos?
Are you from the United States?
Sim, sou dos Estados Unidos.
Yes, I am from the United States.
Não, sou do Brasil.
No, I am from Brazil.

**When creating questions, do not use the subject pronoun. ex: 'quem é inteligente'*
***Adjectives must match the subject in gender and number.*

Function: Asking about and expressing a state of being
Context: Describing investigator(s) in a ward correlation meeting, describing oneself in a contact …

Scenario

You and your companion are walking down the street with a deacon from the ward who's accompanying you to your next appointment. On your way you notice a young man, around nineteen years old, sitting on the sidewalk up ahead. As you walk, you realize that he's been watching you and sure enough when you are close enough he signals for you to come over. He asks, "I've seen you walking around here a couple of times. Except for your little friend, you look about my age but I don't think you're from around here. Who are you, and who is your friend?

1. Demonstration: Teachers ask the missionaries to think about what responses they would give. The teacher will demonstrate how to construct a sentence. (example: Ele é membro da Igreja de Jesus Cristo.)

2. Practice: describing yourself, your companion, the deacon, and the members of the church to the young man.

3. Re-practice: Answer the following questions:
-Who is God?
-What is a prophet?

Additional Scenario(s)

- Talking about the importance of gospel principles
- Describing Heavenly Father and Jesus Christ and Their attributes
- Describing Joseph Smith and the Book of Mormon
- Telling Invesetigators and members about your famliy

Ter

Sim,
Yes
Não,
No
***Quem**
Who

Eu tenho *I have*			confíança *trust*	na** *in*	oração. *prayer.*
(singular)	*(plural)*	*optional question:*	**um testemunho** *a testimony*	**de**** *of*	**a oração** *prayer*
Eu* (não) tenho *I have*	**Nós* (não) temos** *We have*	**quanto/a(s)** *how much/many*	**perguntas** *questions*	**em**** *in*	**o plano de Deus** *God's plan*
Tu* (não) tens *You have*	**Vós* (não) tendes** *You (all) have*		**fé** *faith*	**sobre** *about*	**o evangelho de Cristo** *the gospel of Christ*
Você* (não) tem *You have*	**Vocês* (não) têm** *You (all) have*		**confiança** *trust*		**o arrependimento** *repentance*
Ele * (não) tem *He has*	**Eles* (não) têm** *They(m) have*		**uma convicção** *a conviction*		**o plano de salvação** *the plan of salvation*
Ela* (não) tem *She has*	**Elas* (não) têm** *They(f) have*		**uma crença** *a belief*		**como ter alegria nesta vida** *how to have joy in this life*
			uma família *a family*		**o nosso propósito na terra** *our purpose on earth*
			(três) irmãos *(three) siblings*		**Jesus Cristo** *Jesus Christ*
			(quatro) filhos *(four) sons or children*		**o nosso Pai Celestial** *Our Heavenly Father*
			(cinco) netos *(five) grandchildren*		

Tu tens um testemunho da oração?
Do you have a testimony of prayer?
Sim, tenho um testemunho da oração.
Yes, I have a testimony of prayer.
Não, não tenho um testemunho da oração.
No, I don't have a testimony of prayer.

Quantos irmãos tens?
How many siblings do you have?
Tenho três irmãos.
I have three brothers.

**When 'Quem' is used to start a question, eliminate the subject pronoun. Ex: Quem tem uma família?*
***When 'em' is followed by a definite article ('a' or 'o') the two words combine to form contractions ('na' or 'no'). When 'de' is followed by 'a/o', it contracts to form 'da/o'*

Function: Asking about and expressing possession and ownership
Context: Discussing with an investigator their developing testimony

Scenario

You are teaching Carlos for the second time. The first time you taught him, he was concerned about finding a job, so you left him with 1 Nephi 16 to help him apply the story about Nephi breaking his bow to his life.You will want to follow up on his reading to verify that he understood and applied the story to his life.

1. Read 1 Nephi 16:18–28 and look for some principles that could apply to Carlos's needs.

2. Demonstration: You will see a short demonstration of how to construct sentences using "ter" to follow up on his assignment. For example:
- Tem perguntas sobre a leitura?
- Tem dúvidas sobre como fortalecer a sua fé?
- Tem perguntas sobre a história de Néfi?
- Tem dúvidas sobre oração?
- Tem fé que Deus pode ajudá-lo?
- Tem uma convicção sobre o Livro de Mórmon?

3. Practice: Each companionship will role play with another companionship (switching off taking the role of the investigator). Ask the investigator if he had any questions or doubts about the reading. Then use "ter" to share their testimony about the doctrine and principles found in this chapter.
For example:
Mis.: Tem perguntas sobre a leitura?
Carlos: Não, não tenho perguntas sobre a leitura.
Mis.: Tem dúvidas sobre como fortalecer a sua fé?
Carlos: Sim, tenho dúvidas sobre como fortalecer a minha fé.
Mis.: Tenho um testemunho sobre como fortalecer a fé. Tenho um testemunho sobre como a oração fortalece a minha fé. Tenho um testemunho sobre como ler o Livro de Mórmon fortalece a minha fé.

4. Re-practice: by following up on different visits in which Carlos has the following concerns:
- Carlos doesn't understand how God answers prayers.
- Carlos wants to learn what the purpose of life is.
- Carlos wants to know what Christ expects of him.
- Carlos needs to strengthen his relationship with his wife.

Additional Scenario(s)

- Talking about your teaching resources
- Talking about church programs and beliefs

Ter Expressions

	Tenho *I have (am)*		muito *much (very)*	medo *fear (afraid)*	de cães. *of dogs.*
Sim, *Yes* **Não,** *No*	*(singular)*	*(plural)*	**muito/a(s)**	**medo**	**de cães.**
	Eu* (não) tenho	**Nós *(não) temos**	*very/much*	*fear (afraid)*	*of dogs*
	I have	*We have*		**sorte**	**de falar com as pessoas**
	Tu* (não) tens	**Vós*(não) tendes**	**pouco/a(s)**	*luck (lucky)*	*of talking to people*
	You have	*You (all) have*	*a little/a few*	**desejo (de fazer algo)**	**de ser rejeitado**
	Você* (não) tem	**Vocês* (não) têm**		*desire to do something*	*of being rejected*
	You have	*You (all) have*		**certeza**	**de estar nesta área** (?)
	Ele *(não) tem	**Eles* (não) têm**	*optional question:*	*certainty (to be sure)*	*of being in this area*
	He has	*They(m) have*	**quanto/a(s)**	***(desanove) anos**	**de ser missionário**
	Ela*(não) tem	**Elas* (não) têm**	*how much/many*	*19 years (old)*	*of being a missionary*
	She has	*They(f) have*		***sono**	**de ensinar as pessoas**
				sleep (tired)	*of teaching people*
				***fome**	**de pregar o evangelho**
				hunger (hungry)	*of preaching the gospel*
				***sede**	**que teremos sucesso**
				thirst (thirsty)	*that we will have success*
				***calor**	**que as pessoas nos escutarão**
				heat (hot)	*that people will listen to us*
				***frio**	**que tudo estará bem**
				cold (cold)	*that everything will be ok.*

Tens muito sono?
Are you very tired?
Sim, tenho muito sono.
Yes, I am very tired.
Não, não tenho muito sono.
No, I am not tired.

Tens medo de cães?
Are you afraid of dogs?
Sim, tenho medo de cães.
Yes, I am afraid of dog.
Não, tenho medo de ser rejeitado.
No, I am afraid of being rejected.

**These verbs don't need any complementary information from column three (i.e. Tenho sono.).*

Function: Asking about and expressing possession and ownership
Context: Helping your companion on the first day of his/her mission

Scenario

You are training your new companion, Elder Williams, who is brand new to the mission. During your first companionship study your companion expresses his inability to share scriptures. You decide to practice with the following scripture.

1. Read Amos 8:11–12 and search for what it says about the people who lived during the Great Apostasy.

2. Demonstration: Watch how to construct sentences using "ter expressions" in present tense to help Elder Williams explain the scripture.
For example:
Mis.: Na Apostasia, as pessoas tinham sede de agua?
Gabriel: Não, as pessoas não tinham sede de agua.
Mis.: As pessoas tinham sede de quê?
Gabriel: Tinham sede de ouvir a palavra de Deus.

3. Practice: Role play with your companion (switching off taking the role of Elder Williams) to practice helping Elder Williams explain Amos 8:11–12 using "ter expressions" like in the example.

4. Re-practice: Re-practice in different scenarios where you explain, using "ter," what the scriptures say.
3 Nephi 12:6—What is the blessing of having a hunger and a thirst for righteousness?
1 Nephi 21:10—What are the blessings promised to missionaries?

Additional Scenario(s)

- Talking about investigators and their needs
- Talking about members of the ward

Possessives

	Deus		é	o nosso		amoroso Pai Celestial.		
	God		*is*	*our*		*loving Heavenly Father.*		
Sim, *Yes*	**Deus**		**é**	**meu(s)**	**nosso(s)**	**amoroso Pai Celestial (m)**	- *loving Heavenly Father*	
Não, *No*	*God*		*is*	**minha(s)**	**nossa(s)**	**pastor (m)**	- *shepherd*	
***Quem** *Who*	**Jesus Cristo**		**são**	*my*	*our*	**guia (m)**	- *guide*	
Por que *Why*	*Jesus Christ*		*are*	**teu(s)**	**vosso(s)**	**amigo fiel (m)**	- *loyal friend*	
	O Espírito Santo			**tua(s)**	**vossa(s)**	**santificador (m)**	- *sanctifier*	**(?)**
	The holy Ghost			*your*	*your*	**pacificador (m)**	- *pacifier*	
	_____	**(não)**	_____	**seu(s)**	**seu(s)**	**rocha de salvação (f)**	- *rock of salvation*	
		(not)		**sua(s)**	**sua(s)**	**fonte de revelação (f)**	- *source of revelation*	
	As escrituras			*your/his/hers*	*your/their*	**luz e poder (f)**	- *light and power*	
	The scriptures					**Rei Celestial (m)**	- *Celestial King*	
	Os profetas		**testificam de**			**Juiz (m)**	- *Judge*	
	The prophets		*testify of*			**Salvador (m)**	- *Savior*	
	O Livro de Mórmon		**testifica de**			**Redentor (m)**	- *Redeemer*	
	The Book of Mormon		*testifies of*			**Mediador (m)**	- *Mediator*	
	José Smith					**Senhor e Rei (m)**	- *Lord and King*	
	Joseph Smith					**Consolador (m)**	- *Comforter*	

José Smith é o teu Salvador?
Is Joseph Smith your Savior?
Não, José Smith não é o nosso Salvador.
No, Joseph Smith is not our Savior.
Jesus Cristo é o nosso Salvador.
Jesus Christ is our Savior.

Quem é o teu amigo fiel?
Who is your loyal friend?
Jesus Cristo é o meu amigo fiel.
Jesus Christ is my loyal friend
Por que os profetas testificam de Cristo?
Why do the prophets testify about Christ?

** When using "quem" to ask a question, you don't need to use column one (i.e. Quem é o seu amigo fiel?)*

Function: Asking about and expressing possession and ownership
Context: Teaching about the Godhead

Scenario

While walking to your next appointment you see a man waiting for a bus across the street reading a newspaper. You turn around to invite him to listen to the lessons. As you begin the contact he raises his hand and says, "My young friend, don't waste your time with me. I've stopped believing in God, and if I did believe in Him, I certainly wouldn't believe in the merciful, loving One that you are trying to convince me of. There is too much suffering, war, abuse—too much injustice for me to believe in a loving God. Though I wish it were otherwise, either He doesn't exist or He is indifferent to our struggles."

Confidently you respond, "I know there is God. I know it with all I am. Not only do I know that God exists, but I know God is good and loving." Then, thinking for a second, the man questions, "To you, who is God and what should He mean to us?"

Think for a second about the question, "who is God to me?" Think of potential responses.

1. Demonstration: Using the board display, your teacher will form a few sentences. Respond in the affirmative or in the negative to the questions.

2. Practice: Take the role of a missionary and the other the role of the man being contacted. Tell the other more about their personal relationship with God/Christ/the Holy Ghost. Make sure to use the different possessive pronouns. Have the missionary playing the role of the investigator write down, in Portuguese, the sentences being spoken. After three or four sentences, switch.

After a while the man says, "I envy your conviction. I've heard about you from other people. You believe in a man named Smith and a Bible-like book. Who is this Smith man and what is your other Bible?"

3. Re-practice: Respond to these new questions. Use new vocabulary to describe how we relate with Joseph Smith and the Book of Mormon.

Additional Scenario(s)

- Talking about your family

Conceptual Practice: Saber e Conhecer

Objective: Understand the difference between "saber" e "conhecer".

Instructions: Decide whether to use "saber" or "conhecer" for the underlined verbs. 'Saber' is defined as *to know a fact* or *to know how to do something*. It also means *to have found out* in the preterit. 'Conhecer' is defined as *to know a person* or *to be familiar with something*. It also means *to have met* in the preterit. (Answers on pg. 92)

1. I <u>know</u> that my redeemer lives.
2. <u>Are you familiar</u> with the LDS Church?
3. Do you <u>know</u> what time it is?
4. God <u>knows</u> your name.
5. God <u>knows</u> you by name.
6. I would like <u>to meet</u> the missionaries.
7. I <u>know</u> how to speak Portuguese
8. We want <u>to get to know</u> our investigator better.
9. Do you <u>know</u> the church is true?
10. Do you <u>know</u> this area well?
11. He <u>met</u> the bishop on Sunday.
12. I <u>found out</u> for myself that this church is true.
13. "And this is life eternal, that they might <u>know</u> thee the only true God, and Jesus Christ, whom thou hast sent."
14. "After ye have arrived in the promised land, ye shall <u>know</u> that I, the Lord, am God; and that I, the Lord, did deliver you from destruction."

Scenario

You have been teaching Ricardo for the last couple of months and he is getting ready to be baptized this coming Saturday. You have scheduled a baptismal interview for tomorrow. You are going to give him a short visit to prepare him for the interview and to see if he understands everything that you have taught him.

Translate these questions from English into Portuguese using "saber" or "conhecer" properly.

- Do you know that God is our Father?
- Do you know that the Book of Mormon is true?
- Do you believe that God knows His children?
- Do you know how to pray?
- Does Jesus Christ know your problems?
- Are you familiar with the standards of the Church?
- Do you believe that Christ knows you?
- Did you meet the Bishop?
- Do you know what repentance means?
- Do you know any members that can come to your baptism?
- Does the prophet know what we must do?

1. Practice: When you are able to use "saber" and "conhecer" in these sentences, practice by using these questions to find out if he is ready for his baptismal interview. Write down what they would share or teach him if he answered no to any of these question.

Additional Scenario(s)

- Talking about your relationship with Jesus Christ
- Talking about your belief in living prophets.
- Following up with a new Elder teaching your old investigator

Poder

Por meio da Expiação,	**você pode**	**ser limpo outra vez.**
Through the Atonement,	*you can*	*be clean again.*

Sim,
Yes
Não,
No
O que
(What)
***Quem**
(Who)
Por meio da Expiação,
Through the Atonement,
****Jesus Cristo**
Jesus Christ

(singular)	*(plural)*
eu* (não) posso	**nós* (não) podemos**
I can	*we can*
tu* (não) podes	**vós* (não) podeis**
you can	*you (all) can*
você* (não) pode	**vocês* (não) podem**
you can	*you(all) can*
ele* (não) pode	**eles* (não) podem**
he can	*they(m) can*
ela* (não) pode	**elas* (não) podem**
she can	*they(f) can*

+

ser limpo(s) outra vez	-	*become clean again*
ser livre(s) do pecado	-	*be free from sin*
fazer por mim(?)	-	*do for me(?)*
escolher o certo	-	*choose "the" right*
ter fé em Cristo	-	*have faith in Christ*
voltar e viver com Deus	-	*return and live with God*
mudar a sua natureza	-	*change your nature*
conquistar a tentação	-	*conquer temptation*
entender as suas provações	-	*understand your trials*
vencer os seus vícios	-	*overcome your addictions*
vencer a morte física	-	*overcome physical death*
vencer a morte espiritual	-	*overcome spiritual death*
vencer as suas fraquezas	-	*overcome your weaknesses*
sentir alegria, paz e consolo	-	*feel joy, peace, and comfort*
obedecer os mandamentos	-	*obey the commandments*
salvar-nos do pecado	-	*save us from sins*
livrá-lo dos seus fardos	-	*relieve you from your burdens*
ajudar-nos a suportar as nossas provações	-	*help us endure our trials*
ajudá-lo a suportar as suas dores	-	*help you endure your pains*

(?)

Posso ser limpo outra vez?
Can I be clean again?
Sim, podes ser limpo outra vez.
Yes, you can be clean again.
Não, não podes ser limpo outra vez.
No, you can't be clean again.

O que Jesus Cristo pode fazer para mim?
What can Jesus Christ do for me?
Jesus Cristo pode salvar-me do pecado.
Jesus Christ can save me from sin

Quem pode livrar-me dos meus fardos?
Who can relieve me from my burdens?
Jesus Cristo pode livrá-lo dos seus fardos.
Jesus Christ can relief you from your burdens.

**When starting question with Quem, do not use the first column or the subject pronoun. Ex: 'Quem pode…'*
*** When using Jesus Cristo as the subject, do not use the subject pronoun. Ex: 'Jesus Cristo pode…'*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Inviting an investigator to come closer to Christ

Scenario

Find out the desires of an investigator who is struggling to keep his/her commitments.

- Brother Rodrigues—Consistently doesn't come to church
- Sister Raposo—Has problems reading the Book of Mormon
- Brother Teixeira—Won't commit to baptism
- Sister Costa—Struggles with personal prayer

(Some potential formats for the sentences may include: o senhor pode… , a senhora pode… , poderia …)

Examples:
Mis.: Irmão Rodrigues, pode orar com sinceridade?
Inv.: Sim, posso orar com sinceridade.
Mis.: Pode ler mais no Livro de Mórmon?
Inv.: Não, não posso ler mais no Livro de Mórmon.
Mis.: Pode acordar para ir à igreja?
Inv.: Sim, posso acordar para ir à igreja.
Mis.: Pode orar, cantar, e adorar a Deus?
Inv.: Sim, posso orar, cantar, e adorar a Deus.

Each of the situations will require a different set of verbs and vocabulary. Take the initiative to find and use other verbs and words not provided.

Additional Scenario(s)

- Asking members for help
- Offering to help people
- Talking about how the church can bless lives

Ir/ Future

Eles vão — *They are going to*

ser batizados este sábado. — *be baptized this coming Saturday*

Sim, *Yes*
Não, *No*
Quando *(When)*
Por que *(Why)*

(singular)	*(plural)*
Eu* (não) vou	**Nós (não) vamos**
I'm going to	*We're going to*
Tu (não) vais	**Vós (não) ides**
You're going to	*You (all) are going to*
Você (não) vai	**Vocês (não) vão**
You are going to	*You (all) are going to*
Ele (não) vai	**Eles (não) vão**
He is going to	*They (m) are going to*
Ela (não) vai	**Elas (não) vão**
She is going to	*They (f) are going to*

ser batizados este sábado	-	*be baptized this Saturday*
ser limpo outra vez	-	*be clean again*
nascer de novo	-	*be born again*
fazer um convênio com Deus	-	*make a covenant with God*
exercer a fé em Cristo	-	*exercise faith in Christ*
arrepender-se dos seus pecados	-	*repent of your sins*
receber o Espírito Santo	-	*receive the Holy Ghost*
perseverar até o fim	-	*endure to the end*
à igreja este domingo*	-	*go to church this Sunday*
ler o Livro de Mórmon	-	*read the Book of Mormon*
perguntar a Deus	-	*ask God*
perguntar se o livro de Mórmon é verdadeiro	-	*ask if the Book of Mormon is true*
orar todos os dias	-	*pray every day*
obedecer os mandamentos	-	*obey the commandments*
cumprir a palavra de sabedoria	-	*keep the Word of wisdom*
cumprir a lei de castidade	-	*keep the law of chastity*
deixar de beber álcool	-	*stop drinking alcohol*
deixar de fumar	-	*quit smoking*

(?)

Vão deixar de fumar?
Are you going to quit smoking?
Sim, vamos deixar de fumar.
Yes, we're going to quit smoking.
Não, não vamos deixar de fumar.
No, we're not going to quit smoking.

Quando vais ser batizado?
When are you going to be baptized?
Vou ser batizado este sábado.
I'm going to be baptized this Saturday.

Por que vais ser batizado?
Why are you going to be baptized?
Porque vou nascer de novo.
Because I'm going to be born again.

**When saying "will go" or "going to go", use only the conjugated form of ir, e.g., "Nós vamos à igreja". "Vamos ir" is incorrect.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Preparing an investigator to be baptized

Scenario

Watch the video clip "Invitation to Live the Word of Wisdom- Eric", from District 2 (0.00min-1.37min) <https://apps.mtc.byu.edu/medialibrary/preachMyGospel.html>. The missionaries are teaching Eric why living the Word of Wisdom is important.

1. Read D&C 89:18–21 and list all the blessings that come from obeying the Word of Wisdom. Look for other scriptures that talk about the blessings that come from obeying this law.

2. Demonstration: Watch a demostration onhow to build "if-then" sentences to help Eric understand the blessings that he can receive by obeying the Word of Wisdom.

3. Practice: Role play with your companion (switching off taking the role of the investigator). Read D&C 89:18–21 to Eric and explain the scripture by telling him the blessings he can receive if he stops drinking.
For example:
Mis.: O versículo 18 diz que se deixar de tomar álcool, vai receber saúde e força.
Mis.: O versículo 20 diz que se deixar de tomar álcool, vai correr e não vai se cansar.
Mis.: Então Irmão Eric, quais bênçãos vai receber se deixar de tomar álcool?
Inv.: Se deixar de tomar álcool, vou receber saúde e força.

4. Re-practice: Watch the rest of the video clip and then practice inviting Eric to live the Word of Wisdom. Have the missionary that has the role of Eric say that he will do it and the second time that he won't. The first practice, promise him the blessings that he will receive by obeying the Word of Wisdom.
For example:
Mis.: Eric, vai obedecer a Palavra de Sabedoria?
Inv.: Sim, vou obedecer a Palavra de Sabedoria.
Mis.: Prometemos-lhe que vai receber saúde e força.
Mis.: Prometo-lhe que vai sentir consolo.

Additional Scenario(s)

- Extending commitments
- Talking about the next day's activities during planning
- Planning lessons and activities

Conceptual Practice: Por vs. Para

Objective: Successfully choose the correct word for the following sentences

Instructions: Decide whether to choose por or para for the underlined verbs. In most cases use *por* to say 'for', 'by', 'through', or 'because of', but use *para* in situations of movement or direction toward a destination or goal, an intended recipient, intent of action, comparison against a group, when holding an opinion or making a judgment. (Answers on pg. 92)

1. We are moving <u>to</u> Brazil.
2. We will travel <u>by</u> airplane.
3. <u>For</u> the members of the church, families are everything.
4. The lesson was given <u>by</u> sister Medina.
5. <u>For</u> a new member, Brother Martinez knows a lot.
6. We'll come <u>by around</u> 6 o'clock.
7. God has a plan <u>for</u> us.
8. Enos prayed <u>for</u> the Lamanites.
9. Christ died <u>for</u> us.
10. Marco works <u>for</u> the government.
11. The Book of Mormon was translated <u>by</u> Joseph Smith.
12. Will you read this chapter <u>in order to</u> learn about prayer?
13. We talked with them <u>for</u> about an hour.
14. The gospel is <u>for</u> everyone.
15. Let's head <u>for</u> the church.
16. We are given prophets because of God's love <u>for</u> us.
17. You are here <u>to</u> prepare to meet God.
18. <u>For</u> someone so young, Joseph showed great faith.
19. I am grateful <u>for</u> the opportunity to speak today.
20. Why must we pass <u>through</u> so many difficulties?
21. This letter is <u>for</u> my companion.
22. We can pray <u>in order to</u> know the truth.
23. Commandments are <u>for</u> our benefit.
24. He wanted to give us money <u>in exchange for</u> our service yesterday.
25. We preach the gospel <u>for</u> two years.
26. The Book of Mormon was written <u>for</u> us.
27. We should pray <u>for</u> our enemies.
28. Think <u>for</u> a moment in the blessings you have received.
29. What questions do you have <u>for</u> us?
30. Before the mission I worked <u>for</u> a landscape company.
31. I am substituting <u>for</u> Elder Smith today.
32. All of Gods children are important <u>to</u> him.
33. We will help you prepare <u>for</u> baptism.
34. Christ paid the price <u>for</u> our sins.

Scenario

You have been teaching Clementina Alves for a week and a half, but she is having problems understanding the Book of Mormon. Use "por" and "para" to explain the Book of Mormon.

1. Briefly discuss her needs as a class such potential reasons for her difficulty understanding the Book of Mormon.

2. Demonstration: Watch a short demonstration showing how to construct phrases using "por" and "para".
- O Livro de Mórmon foi traduzido por José Smith.
- José Smith traduziu o Livro de Mórmon para nós.
- O Livro de Mórmon foi desenterrado por José Smith.
- O Livro de Mórmon foi escrito para nós.

3. Practice: Role play with a different companionship
Mis.: Por que José Smith traduziu o Livro de Mórmon para nós?
Clem: Porque…
Mis.: Por que o Livro de Mórmon foi descoberto por José Smith?
Clem: Porque…

4. Re-practice: Re-practice using different questions with "por" and "para."
- Have the investigator give an incorrect answer to one of the questions.

Additional Scenario(s)

- Teaching about Jesus Christ's Atonement
- Talking about lesson plans for investigators

Querer

Sim,
Yes
Não,
No
O que
(What)

Eu quero *I want*			falar *to speak*		com *with*		Deus *God.*
(singular)	*(plural)*		**estar** *to be*		**com** *with*		**a minha família para sempre** *my family forever*
Eu (não) quero *I want*	**Nós (não) queremos** *We want*		**falar** *to speak*		**sem** *without*		**o amor de Deus** *the love of God*
Tu (não) queres *You want*	**Vós (não) quereis** *You (all) want*	+	**saber** *to know*	+	**debaixo de** *under*	+	**o perdão dos meus pecados** *forgiveness of my sins*
Você (não) quer *You want*	**Vocês (não) querem** *You(all) want*		**viver** *to live*		**de acordo com** *according to*		**o Espírito** *the Spirit*
Ele (não) quer *He wants*	**Eles (não) querem** *They(m) want*		**entender** *to understand*				**a vontade de Deus** *the will of God*
Ela (não) quer *She wants*	**Elas (não) querem** *They(f) want*		**sentir** *to feel*				**a verdade** *the truth*
			ter *to have*				**a culpa do pecado** *the guilt of sin*
			receber *to receive*				**uma resposta às suas orações** *an answer to your prayers*
							uma bênção do sacerdócio *a priesthood blessing*
							Deus *God*

Querem receber o perdão dos seus pecados?
Do you want to receive the forgiveness of your sins?
Sim, quero receber o perdão dos meus pecados.
Yes, I want to receive the forgiveness of my sins.
Não, não quero receber o perdão dos meus pecados.
No, I don't want to receive the forgiveness of my sins.

O que tu queres sentir?
What do you want to feel?
Eu quero sentir o amor de Deus.
I want to feel the love of God.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Talking with a struggling investigator

Scenario

You have been teaching Catarina Martinho for a week and a half, but she is having problems seeing the blessings of following Christ. Use "querer + infinitive" to ask questions that will help Catarina realize the blessings she could receive.

1. As a class, briefly discuss her potential reasons for inability to see the blessings she's received.

2. Demonstration: Watch a short demonstration showing how to construct questions using the "querer + infinitive" format.
- Você quer ficar com a sua família para sempre? Por quê?
- Você quer receber ajuda de Deus? Como?
- Você quer receber mais orientação espiritual na sua vida? Por quê?
- Você quer aprender mais? Como?

3. Practice: Role play with a different companionship.
Mis 1.: Você quer ficar com a sua familia para sempre?
Cata.: Sim.
Mis 1.: Por quê?
Cata.: Porque a minha família me traz felicidade

4. Re-practice: Re-practice with different responses from the investigator.
- Have the investigator reply to one of the questions negatively.

Additional Scenario(s)

- Telling a new companion about the good restaurants in the area
- Talking about preparation day activities
- Telling about family members and family traditions
- Describing an investigator to ward members and other missionaries
- Talking about likes and dislikes

Dever

Sim,
Yes
Não,
No
Quando
(When)
Por que
(Why)
Como
(How)

Você deve	**perguntar a Deus.**
You should	*ask God.*

(singular)	*(plural)*
Eu (não) devo	**Nós (não) devemos**
I should	*We should*
Tu (não) deves	**Vós (não) deveis**
You should	*You (all) should*
Você (não) deve	**Vocês (não) devem**
You(all) should	*You(all) should*
Ele (não) deve	**Eles (não) devem**
He should	*They(m) should*
Ela (não) deve	**Elas (não) devem**
She should	*They(f) should*

+

fazer	-	*to do*	
perguntar a Deus	-	*to ask God*	
ler o Livro de Mórmon	-	*to read the Book of Mormon*	
meditar no seu coração	-	*to ponder in your heart*	
dar graças ao Senhor	-	*to give thanks to the Lord*	
expressar os seus sentimentos	-	*to express your feelings*	
perguntar se o livro de Mórmon é verdadeiro	-	*to ask if the Book of Mormon is true*	**(?)**
perguntar se José Smith foi um profeta	-	*to ask if Joseph Smith was a prophet*	
pedir tendo fé em Cristo	-	*to ask having faith in Christ*	
pedir com um coração sincero	-	*to ask with a sincere heart*	
pedir com real intenção	-	*to ask with a true intent*	
terminar em nome de Jesus Cristo	-	*to close in the name of Christ*	
ouvir os sussurros do Espírito	-	*to listen to the promptings of the Spirit*	
ir à igreja	-	*to go to the church*	
vir a Cristo	-	*to come unto Christ*	
obedecer os mandamentos	-	*to obey the commandments*	
ter o Espírito	-	*to have the Spirit*	
estudar as escrituras	-	*to study the scriptures*	

Devo perguntar a Deus?
Should I ask God?
Sim, deves perguntar a Deus.
Yes, you should ask God.
Não, devem meditar e perguntar a Deus.
No, you should ponder and ask God.

O que devemos fazer?
What should we do?
Devem ler o Livro de Mórmon.
You should read the Book of Mormon.

Quando devemos ir à igreja?
When should we go to church?
Devem ir à igreja no domingo.
You should go to church on Sunday

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Setting Goals

Scenario

As a companionship, briefly evaluate your effectiveness in planning, studying, and teaching as a missionary.

1. Discuss as a companionship the some specific areas that you could improve your effectiveness and what you would hope to see as a result of your change.

2. Demonstration: Watch a short demonstration showing how to make these goals using 'dever'.
- Devemos estudar mais no Livro de Mórmon?
- Devo participar mais nos estudos do companheirismo?
- Deve ensinar mais durante as nossas lições?
- Devemos orar mais diligentamente?

3. Practice: Present the goals you have chosen to your companion and then have them accept or reject the goal.
Mis 1.: Devemos estudar mais no Livro de Mórmon?
Mis 2: Não, não devemos estudar mais no Livro de Mórmon.
Mis 1.: O que devemos fazer?
Mis 2: Devemos orar mais diligentamente.

4. Re-practice: Re-practice with different responses from your companion.

Additional Scenario(s)

- Teaching about commandments and the will of God
- Planning what to teach in a lesson

Gostar

Sim,
Yes,
Não,
No,
O que
What

Eu gosto das*
I like (of) the

escrituras.
scriptures.

(singular)	*(plural)*
Eu (não) gosto de* *I like*	**Nós (não) gostamos de*** *we like*
Tu (não) gostas de* *You like*	**Vós (não) gostais de*** *You (all) like*
Você (não) gosta de* *You like*	**Vocês (não) gostam de*** *you (all) like*
Ele (não) gosta de* *He likes*	**Eles (não) gostam de*** *they (m) like*
Ela (não) gosta de* *She likes*	**Elas (não) gostam de*** *they (f) like*

tocar	- *to play*	***o piano**	- *the piano*
jogar	- *to play*	***a Igreja**	- *the church*
ler	- *to read*	***as escrituras**	- *the scriptures*
ir a	- *to go to*	***o cinema**	- *the movies*
fazer	- *to do*	***as famílias**	- *families*
comer	- *to eat*	**futebol**	- *soccer*
falar	- *to speak*	**biografias**	- *biographies*
ajudar	- *to help*	**gelado**	- *ice cream*
		português	- *Portuguese*

***o livro de Alma**	-	*the book of Alma*
***a gente d'aqui**	-	*the people here*
***a comida d'aqui**	-	*the food here*
este país	-	*this country*

***os esportes**	-	*sports*
***a feijoada**	-	*bean and rice stew*
***os sentimentos do Espírito**	-	*the feelings of the Spirit*
as escrituras	-	*The Scriptures*

Gostas de ler?
Do you like to read?
Sim, gosto de ler.
Yes, I like to read.
Não, não gosto de ler.
No, I do not like to read.

O que gostas de fazer?
What do you like to do?
Eu gosto de falar português.
I like to speak Portuguese.
Eu gosto de tocar o piano.
I like to play the piano.

** When de is followed by a definite article (a, o, as, os,), the two words combine to make a contraction. Ex: de + o = do, de + a= da, de + os= dos, de + as= das.*

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Getting to know someone before teaching

Scenario

You just sat down with Rodrigo and Angela on a park bench. The couple is very nice and would like to get to know the missionaries. You would also like to get to know Rodrigo and Angela. Translate these questions and statements from English into Portuguese using "gostar de" properly.

- Mr. Rodrigo, do you like religion?
- I like to spend time with my family.
- Mrs. Angela, do you like to read?
- We like to learn about God and Jesus Christ.
- Mr. Rodrigo and Mrs. Angela, do you like your children?
- I like to speak Portuguese.
- Do you like this beautiful world?
- My brothers like to play soccer.
- Mr. Rodrigo, do you like to play soccer?
- Elder _____ likes to eat Portuguese food.
- Mrs. Angela, do you like Jesus Christ?

Practice: When you are able to use "gostar de" in these sentences, practice by using these questions and statements to get to know somebody before beginning to teach them. Create some of your own questions and statements to use as well.

Additional Scenario(s)

- Telling a new companion about the good restaurants in the area
- Talking about preparation day activities
- Telling about family members and family traditions
- Describing an investigator to ward members and other missionaries
- Talking about likes and dislikes

Precisar

Vocês precisam	de	orar	com	sinceridade
You need	*(of)*	*to pray*	*with*	*sincerity*

Sim, *Yes*
Não, *No,*
Por que *Why*
Quando *When*

(singular)	*(plural)*
Eu (não) preciso *I need*	**Nós (não) precisamos** *we need*
Tu (não) precisas *You need*	**Vós (não) precisais** *you (all) need*
Você (não) precisa *You need*	**Vocês (não) precisam** *you(all) need*
Ele (não) precisa *He needs*	**Eles (não) precisam** *they(m) need*
Ela (não) precisa *She needs*	**Elas (não) precisam** *they(f) need*

+ de +

receber *to receive*
ler *to read*
guardar *to keep*
estudar *to study*
aprender *to learn*
ir *to go*
ter *to have*
sentir *to feel*
fazer *to do*
orar *to pray*

+

com *with*
por *for*
para *in order to*
a respeito de *about*

+

sinceridade - *sincerity*
diariamente - *daily*
real intenção - *real intent*
o Livro de Mórmon - *the Book of Mormon*
o Espírito - *the Spirit*
a Igreja - *the church*
a verdade - *the truth*
a importância da nossa mensagem - *the importance of our message*
a vontade de Deus - *the will of God*
os mandamentos - *the commandments*
as escrituras - *the scriptures*
uma convicção pessoal - *a personal conviction*
uma resposta - *an answer*
Jesus Cristo - *Jesus Christ*

(?)

Precisas receber uma resposta?
Do you need to receive an answer?
Sim, preciso de uma resposta.
Yes, I need an answer.
Não, não preciso de uma resposta.
No, no I don't need an answer.

Quando preciso de orar?
When do I need to pray?
Tu precisas orar diariamente.
You need to pray daily.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Helping an investigator see how to obtain an answer to prayer

Scenario

You will plan for the needs of your investigator to help them ultimately receive answers to their prayers. In addition you will then say what you need to do as a result.

• A família Santos – They love the missionaries and reading from the Book of Mormon, but they have a hard time coming to church because of family commitments.
• Mário – He is seventeen years old. He has many friends at church and enjoys coming. He struggles however with reading the scriptures and praying.
• Marisol – She will listen to the missionaries but doesn't believe God loves her. Because of mistakes she has made in the past, she feels like she is too far down to come back.
• Missionaries' current progressing investigators

Examples:
The need
A Família Santos precisa de desenvolver a fé em Jesus Cristo.
A Família Santos precisa de sacrificar o seu tempo.
A Família Santos precisa de conseguir um carro.
A Família Santos precisa de ter amigos.
The action
Nós precisamos de ensinar a importância de frequentar a Igreja.
Nós precisamos de ensinar sobre as bênçãos da igreja.
Nós precisamos de encontrar um membro para ajudar com o seu carro.
Nós precisamos de trazer os membros às nossas lições.

* Take the initiative to find and use other verbs and words not provided.

Additional Scenario(s)

• Preparing an investigator for baptism
• Making plans for an investigator's progress
• Talking about how the members can help with missionary work

Present Tense

Testifico	que	Deus vive.
I testify	*that*	*God lives.*

Sim,
Yes
Não,
No
Por que
Why
Como
How
O que
What

AR:

Testific~~ar~~	**-o**	**-amos**
to testify	**+ -as**	**-ais**
Declar~~ar~~	**-a**	**-am**
To declare		
Aceit~~ar~~		
To accept		

ER:

Perceb~~er~~	**-o**	**-emos**
To understand	**+ -es**	**-eis**
Aprend~~er~~	**-e**	**-em**
To learn		
Promet~~er~~		
To promise		

IR:

	-o	**-imos**
Decid~~ir~~	**+ -es**	**-is**
To decide	**-e**	**-em**

que
that

que
that

sobre
about

Deus vive
God lives
Jesus Cristo morreu por nós
Jesus Christ died for us
as famílias são eternas
families are eternal
você pode vencer as suas provações
you can overcome you trials
vivíamos com Deus **(?)**
we lived with God
estamos na terra para progredir
we are on the earth to progress

o plano de salvação
the plan of salvation
o evangelho de Jesus Cristo
the Gospel of Jesus Christ
o mundo espiritual
the spirit world
o bem e o mal
good and evil

Acreditam que as famílias são eternas?
Do you believe that families are eternal?
Sim, acreditamos que as famílias são eternas.
Yes, we believe that families are eternal.
Não, não acreditamos que as famílias são eternas.
No, we don't believe that families are eternal.

Como sabes que posso vencer as minhas provações?
How do you know that I can overcome my trials?
Porque sei que Jesus Cristo morreu por nós.
Because I know that Jesus Christ died for us.

Function: Asking about and describing actions and events
Context: Discussing testimony

Scenario

You are teaching Felícia, their investigator, about the plan of salvation. She seemed very quiet and depressed throughout the lesson. When you were talking about the Atonement of Jesus Christ, she started to cry. She finally told you that she was very depressed because her mom called her that day to tell her that things weren't working out with her dad, and that they were planning to get a divorce. She told us that she is frustrated because there is nothing she can do about it.

1. Talk about how Christ has helped them in difficult moments in their lives. Write down some of the ways in which Christ can help Felícia overcome her problems (find some scriptures that will help). Write those things on the board and talk about how to construct sentences in present tense to testify about how the Atonement of Jesus Christ gives us peace.

2. Role play with another companionship (switching off taking the role of the investigator). Testify about the Atonement of Jesus Christ and ask the investigator if she believes what was said. For example:
Mis.: Alma 7:11–12 testifica que Cristo pode ajudá-la.
Nós sabemos que Cristo vive.
Eu testifico que Cristo entende os seus problemas.
Você acredita que Cristo entende os seus problemas?
Inv.: Sim, eu acredito que Cristo entende os meus problemas.

3. Re-practice: Re-practice by testifying to the same investigator about the Book of Mormon, the plan of salvation, prayer, and the gift of the Holy Ghost.

Additional Scenario(s)

- Talking about what a person normally does
- Talking about someone's job
- Talking about likes and dislikes

Present Tense 2

Pago *I pay* — **pelas minhas próprias necessidades.** *for my own needs.*

Sim, *Yes*
Não, *No*
Por que *Why*
Como *How*
O que *What*

AR:

Mor~~ar~~ *To live*	**-o**	**-amos**
+	**-as**	**-ais**
Preg~~ar~~ *To preach*	**-a**	**-am**
Pag~~ar~~ *To pay*		

ER:

Viv~~er~~ *To live*	**-o**	**-emos**
+	**-es**	**-eis**
Aprend~~er~~ *To learn*	**-e**	**-em**
Percebe~~r~~ *To understand*		

IR:

	-o	**-imos**
Part~~ir~~ *To leave*	+ **-es**	**-is**
	-e	**-em**

aqui por dois anos
here for two years.
num apartamento
in an apartment.
o evangelho de Cristo
the Gospel of Christ.
pelas minhas próprias necessidades
for my own needs
para estar aqui **(?)**
to be here
nos Estados Unidos
in the United States
mais sobre o evangelho todos os días
more about the gospel every day
muito durante os meus estudos
a lot during my studies
um pouco mais sobre a sua cultura
a little more about your culture
daqui em alguns meses
from here in a few months

Percebem o evangelho de Cristo?
Do you understand the Gospel of Christ?
Sim, percebemos o evangelho de Cristo.
Yes, we understand the Gospel of Christ.
Não, não percebemos o evangelho de Cristo.
No, we don't understand the Gospel of Christ.

Como pagas para estar aqui?
How do you pay to be here?
Pago pelas minhas próprias necessidades.
I pay for my own needs.

Function: Asking about and describing actions and events
Context: Getting to know an investigator and discussing your purpose

Scenario

You have been teaching André for two weeks and during your fourth appointment with him he asks you, "So what are you two doing here? Do you just come over to chat with me about my life?"

1. Discuss as a classroom your purpose as a missionary. Refer to Chapter 1 of Preach My Gospel and discuss your missionary purpose statement and how it can help you answer André's question.

2. Demonstration: Watch a short demonstration showing how to use the board display to define your purpose.
- Pregamos o evangelho de Cristo. Percebe?
- Convidamos as pessoas à Cristo.
- Moramos aqui para pregar.

3. Practice: Have a conversation with another missionary in which one missionary takes on the role of André and the other is a missionary. Talk about the missionary purpose and the purpose of serving a mission. If you don't know all the vocabulary use your dictionary and *Portuguese Words and Phrases* book.
André: Por que vocês moram aqui?
Mis.: Moramos aqui para pregar o evangelho
André: Como pregam o evangelho?
Mis.: Nós pregamos por convidar as pessaos.

4. Re-practice: by having André take the conversation in different directions.

Additional Scenario(s)

- Talking about what was done on a previous occasion
- Teaching about the first vision
- Telling stories about one's family

Subjunctive Verb + Que

Nós	esperamos	que	assista	a Igreja
We	*hope*	*that*	*you attend*	*church.*

Eu	**Desire/Wish**				**aceit~~ar~~**	-	*to accept*		**Ar:**	**um relacionamento pessoal com Jesus Cristo**
I	**Querer**	-	*to want*		**encontr~~ar~~**	-	*to find*		**-e / -emos**	*a personal relationship with Jesus Christ*
Nós	**Desejar**	-	*to desire*		**guard~~ar~~**	-	*to keep*	+	**-es / -eis**	**um dízimo integral**
We	**Esperar**	-	*to hope*		***pag~~ar~~**	-	*to pay*		**-e / -em**	*a full tithe*
Tu	**Command:**				**or~~ar~~**	-	*to pray*			**uma resposta de Deus**
You	**Pedir**	-	*to ask*							*an answer from God*
Você	**Proibir**	-	*to prohibit*	+	**que***					**uma família mais unida**
You	**Emotion:**				*that*				**Er/Ir:**	*a more united family*
Deus	**Ter medo**	-	*to fear*		**assist~~ir~~ a**	-	*to attend*		**-a / -amos**	**Jesus Cristo como o seu Salvador**
God	**Lamentar**	-	*to lament*		**rece~~ber~~**	-	*to receive*		**-as / -ais**	*Jesus Christ as your Savior*
A Igreja	**Doubt/Uncertainty:**				**exist~~ir~~**	-	*to exist*	+	**-a / -am**	**a palavra de sabedoria** **(?)**
The	**Duvidar**	-	*to doubt*		**viv~~er~~**	-	*to live*			*the word of wisdom*
Church	**Não acreditar**	-	*to not believe*		**comprome~~ter~~**	-	*to commit*			**a lei de castidade**
Vocês										*the law of chastity*
You all										**a Igreja**
	Opinion:									*the Church*
	É bom	-	*It's good*							**das escrituras**
	É normal	-	*It's normal*							*from the scriptures*
	Recommendation:									**em harmonia com a vontade de Deus**
	É necessário	-	*It's necessary*							*in harmony with the will of God*
	É importante	-	*It's important*							

É importante que desenvolvas a sua própria convicção?
Is it important that you develop you own conviction?
Sim, é necessário que desenvolva a minha própria convicção.
Yes, it is necessary that I develop my own conviction

Então, pedimos que leias das escrituras.
Then, we ask you to read from the scriptures
Mas, tenho medo que não viva em harmonia com a vontade de Deus.
But, I am scared I don't live in harmony with the will of God.

**Some verbs must go through spelling changes in order to keep their sound (i.e. pagar- pag<u>u</u>e, ficar- fi<u>q</u>ue, etc.).*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Helping people keep their commitments

Scenario

You got transferred to a new area. As you were looking over the area book, you found a note, from the missionaries that left, on each of the investigators' teaching records. The notes said:

• "Daniel quer batizar-se mas não está mantendo a Palavra de Sabedoria. Daniel continua a fumar."
• "Jorge espera receber uma resposta sobre o Livro de Mórmon, mas ainda não leu. A sua designação foi Alma 7."
• "Ana quer continuar a escutar aos missionários, mas não mante os compromissos."
• "Marisa quer batizar-se, mas continua vivendo com o seu namorado."
• "Manuel quer saber se a igreja é verdadeira, mas não pude ir à igreja com os missionários."

1. Look for some scriptures that they could share with the investigators. Share the scriptures they found with the rest of the class.

2. Demonstration: Copy this sentence on the board: "Nós queremos que _____, mas é necessário que _____." Try creating sentences using "present subjunctive (verb + que)" with desire/wish and recommendation/suggestion phrases.
For example:
• Nós queremos que o senhor se batize, mas é necessário que cumpra a Palavra de Sabedoria.Nós desejamos que receba uma resposta, mas é essencial que leia o Livro de Mórmon.
• Nós queremos que continue a escutar à nossa mensagem, mas é importante que cumpra os compromissos.

3. Practice: Role play (switching off taking the role of the investigator). Help these investigators understand the importance of keeping the commitments they have problems with.
• Start by sharing what they know about the investigator from what the missionaries wrote on the teaching record.
• Use the sentence you wrote on the board as a model to express their desire and share what the investigator needs to do in order to receive what he/she wants.
• Share your scripture with the investigator and explain why it says it is important to keep the commitments he/she has problems with.
• Ask the investigator if he/she understands the importance of keeping that commitment
• Commit him/her to keep that commitment with a specific date.
For example:
Mis.: Os missionários passados disseram-nos que quer batizar-se; é verdade?
Inv.: Sim, eu quero batizar-me.
Mis.: Nós queremos que o senhor se batize, mas é necessário que cumpra a Palavra de Sabedoria.
Em 1 Cor. 3:16–17 diz que é necessário que guarde a palavra de sabedoria para ter o Espírito Santo com o senhor sempre.
Mis.: Daniel, por que é importante que guarde a Palavra de Sabedoria?
Inv.: É importante que guarde a Palavra de Sabedoría para ter o Espírito Santo comigo sempre.
Mis.: Daniel, guardará a Palavra de Sabedoría desde hoje para poder batizar-se?
Inv.: Sim, guardarei a palavra de sabedoria desde hoje.

4. Re-practice: by helping other investigators understand the importance of keeping their commitments

Objective: Successfully use the correct conjugation of the command form
Instructions: Use the diagram below to see how to correctly conjugate verbs in the command form and create example sentences. In Portuguese the command form has much more common use whereas in most English speaking countries commanding another person is inappropriate. Once you feel you understand the command form, use the command form to ask your companion to perform a task or explain a principle. With the *–ar* form verbs practice using indirect object pronouns which express a similar idea as 'to me, to you, to him, etc…'

Escutar
To listen
Falar
To speak
Ensinar
To teach
Mostrar
To show
Explicar
To explain

+

Ar

--	emos
(-) es (+) a	(-) eis (+) ai
e	em

+

Indirect Object Pronouns:

-me *me*	**-nos** *us*
-te *you*	**-vos** *your*
-lhe *him/her*	**-lhes** *them*

sobre
about

os desafíos do seu pesquisador
the challenges of your investigator
a influência do Espírito
the influence of the Spirit
o amor de Deus
the love of God
a Expiação
the Atonement

como
how

ensinar para as necessidades.
to teach to needs.
receber respostas de Deus.
to receive answers from God.

Arrepender-se
To repent
Abrir
To open
Aprender
To learn

+

Er

--	amos
(-) as (+) e	(-) ais (+) ei
a	am

IR

--	amos
(-) as (+) e	(-) ais (+) i
a	am

as suas escrituras em...(*Alma 32*)
your scriptures to… (Alma 32)
dos seus pecados
of your sins
e vai ter mais paz na sua vida
and you will have more peace in your life
o seu coração
your heart

Scenario

You will see a picture of Adam and Eve praying at the altar. Think of all the commandments that Adam and Eve received in the Garden of Eden. Following the board display, have the teacher illustrate one of the commands (i.e. Deus mandou, "não comam da árvore do conhecimento do bem e do mal"). (10 minutes)

1. Practice: Working in companionships have one missionary tell the other, using command form, a command God gave Adam and Eve before the Fall. As one missionary is speaking, have the other missionary write the command down on paper. (10 minutes)

2. Re-practice: Do the same activity but with the commands given after the Fall. (10 minutes)

3. Re-practice: Do the same activity but for commands given to us in our day. (15 minutes)

Additional Scenario(s)

- Asking someone to give you something
- Teaching about the commandments
- Talking about mission rules

One-word Future

	Lerá *Will you read*			**esta escritura?** *this scripture?*	
Sim *Yes* **Não** *No*	**Orar** *to pray*			**esta escritura** *this scripture*	
	Ler *to read*			**esta noite** *tonight*	
Invitations	**Seguir** *to follow*			**a Palavra de Sabedoria** *the word of wisdom*	
	Obedecer *to Obey*			**os mandamentos** *the commandments*	
	Guardar *to keep*	+	**ei** / **emos** **ás** / **eis**	**uma resposta** *an answer*	**(?)**
Promised Blessings	**Ver** *to see*		**á** / **ão**	**uma resposta** *an answer*	
	Sentir *to feel*			**mais paz no seu lar** *more peace in your home*	
	Receber *to receive*			**força para vencer tentação** *stength to overcome temptation*	
	***Irregulars:**			**o amor de Deus** *the love of God*	
	Trazer → *Trar-* *to bring*			**uma grande diferença na sua vida** *a big difference in your life*	
	Fazer → *Far-* *to do*				

Orarás à respeito do profeta José Smith?
Will you pray about the prophet Joseph Smith?
Sim, orarei a respeito do profeta José Smith.
Yes, I will pray about the prophet Joseph Smith.
Se orar, receberás uma resposta.
If you pray, you will receive an answer.

Obedecerás a palavra de sabedoria?
Will you obey the word of wisdom?
Não, não obedecerei a palavra de sabedoria.
No, I will not obey the word of wisdom.
Se guardar a palavra de sabedoria, sentirás mais paz no seu lar.
If you keep the Word of Wisdom, you will feel more peace in your home.

**Dizer is also irregular. Dizer = Dir-*

Function: Asking about and describing actions and events
Context: Extending commitments, accepting commitments, promising blessings

Scenario

Watch the video clip "Invitation to Live the Word of Wisdom- Eric", from District 2 (0.00min-1.37min) <https://apps.mtc.byu.edu/medialibrary/preachMyGospel.html>. The missionaries are teaching Eric why living the Word of Wisdom is important.

1. Read D&C 89:18–21 and list all the blessings that come from obeying the Word of Wisdom. Look for other scriptures that talk about the blessings that come from obeying this law.

2. Demonstration: Watch how to build "if-then" sentences to help Eric understand the blessings he can receive by obeying the Word of Wisdom.

3. Practice: Have your missionaries role play with their companions (switching off taking the role of the investigator). Have them read D&C 89:18–21 to the investigator and explain the scripture by telling Eric the blessings he can receive if he stops drinking.
For example:
Mis.: O versículo 18 diz que se deixar de tomar álcool, receberá saúde e força.
Mis.: O versículo 20 diz que se deixar de tomar álcool, correrá e não se cansará.
Mis.: Então Irmão Eric, que bênçãos receberá se deixar de tomar álcool?
Inv.: Se deixar de tomar álcool, receberei saúde e força.

4. Re-practice: Have them watch the rest of the video clip and then have them practice inviting Eric to live the Word of Wisdom. The first time, have the missionary that has the role of Eric say that he will do it and the second time that he won't. The first practice, have the missionaries promise him the blessings that he will receive by obeying the Word of Wisdom. The second practice, have the missionaries use "if-then" statements to show him the consequences of not obeying the word of wisdom and have them commit him again.
For example:
First Time
Mis.: Eric, obedecerá a Palavra de Sabedoria?
Inv.: Sim, obedecerei a Palavra de Sabedoria.
Mis.: Prometemos-lhe que receberá saúde e força.
Mis.: Prometo-lhe que sentirá consolo.
Second Time
Mis.: Eric, obedecerá a Palavra de Sabedoria?
Inv.: Não, não obedecerei a Palavra de Sabedoria.
Mis.: Eric, se não obedecer a Palavra de Sabedoria não receberá saúde nem força.
Eric, obedecerá a Palavra de Sabedoria?
Inv.: Sim, obedecerei a Palavra de Sabedoria.

Additional Scenario(s)

- Talking about next week's schedule
- Asking about an investigator's future plans
- Telling a member what you will do during a lesson

Time and Date

A igreja começa	às	nove (9:00)	da manhã.
Church starts	*at*	*nine*	*in the morning.*

Sim,
Yes
Não (não)
No
A que horas
At what time
Quando
when

A igreja *começa	-	*Church starts*		**nove**	-	*9:00*	**da manhã**	- *in the morning*
Podemos passar	-	*May we come by*	**Plural**	**oito e meia**	-	*8:30*	**da tarde**	- *in the afternoon*
Estará aqui	-	*Will you be here*	**às**	**onze e um quarto**	-	*11:15*	**da noite**	- *in the evening*
Virá conosco	-	*Will you come with us*		**três menos um quarto**	-	*2:45*	**da madrugada**	- *in the early morning*
Nós lhe ligaremos	-	*We will call you*						
Nós o buscaremos	-	*We will pick you up*		**sete e quarenta e cinco**	-	*7:45*		
O irmão__*virá	-	*Brother___ will come*	**Singular**					
A reunião sacramental *começa	-	*Sacrament meeting starts*	**à**	**uma**	-	*1:00*		
			ao	**meio dia**	-	*12:00*		**(?)**
A escola dominical *começa	-	*Sunday school starts*						
				(na) segunda-feira	-	*on Monday*	**1 de janeiro**	- *Jan 1st***
A reunião do sacerdócio *começa	-	*Priesthood meeting starts*		**(na) terça-feira**	-	*on Tuesday*	**2 de fevereiro**	- *Feb 2nd*
				(na) quarta-feira	-	*on Wednesday*	**31 de março**	- *March 31st****
A reunião da Sociedade de Socorro *começa	-	*Relief Society meeting starts*		**(na) quinta-feira**	-	*on Thursday*	**20 de abril**	- *April 20th*
				(na) sexta-feira	-	*on Friday*	**18 de junho**	- *june 18th*
Hoje	-	*Today*	***é/são**	**(no) sábado**	-	*on Saturday*	**15 de julho**	- *July 15th*
Amanhã	-	*Tomorrow*	*is/are*	**(no) domingo**	-	*on Sunday*	**24 de setembro**	- *Sept 24th*
Ontem	-	*Yesterday*	***será/serão**				**10 de dezembro**	- *Dec 10th*
A atividade	-	*The activity*	*will be*					

A Igreja começa às nove da manhã?
Does Church start at nine in the morning?
Sim, a Igreja começa às nove da manhã.
Yes, Church starts at nine in the morning.
Não, a Igreja não começa às nove da manhã.
No, Church doesn't start at nine in the morning.

A que horas a reunião sacramental começa?
What time does sacrament meeting start at?
A reunião sacramental começa às onze e um quarto.
Sacrament meeting starts at 11:15.

when negating, the "no" goes between the subject and the verb. (i.e. A igreja* **não *começa às nove.)*
***o primeiro dia, not «o um »*
****dia trinta e um de Março*

Function: Asking and answering questions of time, date, and location
Context: Invitation to go to Church

Scenario

Watch the video clip "Talking with Everyone" from The District 1 (1.25min–4.00min) <https://apps.mtc.byu.edu/medialibrary/preachMyGospel.html>. The missionaries are talking to people on the street and they find two maintenance workers who are interested in going to church.

1. Discuss how you would invite the workers to come to the church on Sunday.

2. Demonstration: Watch how to tell an investigator when Sunday meetings start as demonstrated by your teacher.

3. Practice: Role play with your companion (switching off taking the role of the investigators). Have the investigator ask the missionaries, "A que horas começam as reuniões na sua igreja?" Have the missionaries answer the investigator's question by telling the day and time that meetings start. Then have the missionaries invite the investigators to come to church on that day. They can also tell them that they will pick them up at a certain time before the meeting starts. Have them practice multiple times by having the investigator give different answers. For example:
Inv.: A que horas começam as reuniões na sua igreja?
Mis.: As reuniões na igreja começam ao meio-dia aos domingos.
Mis.: Vêm à igreja este domingo às doze conosco?
Inv.: Sim, iremos à igreja este domingo.
Mis.: Podemos passar e buscá-los às onze e meia da manhã?
Inv.: Não, não posso ir nessa hora. Podem passar e buscarnos às doze menos um quarto?
Mis.: Sim, podemos buscá-los às doze menos um quarto.

4. Re-practice: Re-practice by making an appointment with the maintenance workers. You can refer to Missionary Vocabulary and Phrases to know how to make an appointment (pg. 95). Watch a teacher demonstrate how to make an appointment by using a specific time and date and then practice with another companionship. As you make the appointment with the investigators you can also include asking the following:
- When would be a good day to visit them?
- How often they would like to meet with them?
- What is a good time to call them to remind them about their visit? For example:

Mis.: Podemos passar na quarta-feira às sete e meia da noite?
Inv.: Não, às sete e meia não posso. Mais cedo seria melhor.
Mis.: Está bem às seis e meia?
Inv.: Sim, seis e meia está bem.
Mis.: Podemos chamá-los na quarta-feira às cinco da tarde para relembrá-los da nossa visita?
Inv.: Sim, às cinco está bem.

Additional Scenario(s)

- Marking an appointment
- Asking a member to come to a lesson
- Planning the day and/or week

Demonstratives

Sim,
Yes
Não,
No
***Por que**
Why
***De que**
About what

Este	**livro**		**é**	**a palavra de Deus.**
This	*book*		*is*	*the word of God*
Este(s) m	**livro (m)**			**a palavra de Deus**
Esta(s) f	*book*			*the word of God*
Isto			**é/são**	**a pedra fundamental da nossa religião**
This	**história (f)**		*is/are*	*the keystone of our religion*
	story			**a plenitude do evangelho**
			contém/contêm	*the fulness of the Gospel*
Esse(s) m	**versículo (m)**	**(não)**	*contain(s)*	**a Igreja de Jesus Cristo nas Américas**
Essa(s) f	*verse*	*(no)*		*the Church of Jesus Christ in the Americas*
Isso			**fala/falam sobre**	**a vinda de Cristo às Américas**
That	**escritura (f)**		*talk/talks about*	*the coming of Christ to the Americas*
	scripture			**os convênios de Deus com os seus filhos**
				the covenants with God and His children
Aquele(s) m	**capítulo (m)**			**os ensinamentos de Cristo**
Aquela(s) f	*chapter*			*the teachings of Christ*
Aquilo				**os ensinamentos dos apóstolos de Cristo**
That (over there)				*the teachings of the apostles of Christ*
				as bem-aventuranças de Cristo
				the beatitudes of Christ
				um complemento à Bíblia
				a complement to the Bible

Esse livro é a palavra de Deus?
Is that book the word of God?
Sim, este livro é a palavra de Deus.
Yes, this book is the word of God.
Não, este livro não é a palavra de Deus.
No, this book is not the word of God.

Por que esse livro é a pedra fundamental da sua religião?
Why is that book the keystone of your religion?
Porque este livro contem a plenitude do evangelho.
Because this book has the fulness of the Gospel.

Function: Asking about and describing objects, people, and their characteristics
Context: Describing the difference between the Book of Mormon and the Bible to an investigator

Scenario

You and your companion go to the store to buy some groceries on preparation day. On your way you contact a beautiful family on the bus. While skeptical, the parents agree to let you visit later that evening. They are the parents of three young children. Early in the lesson the father says that he has never been the religious type and in general he disagrees with the idea of organized religion. He repeatedly mentions that God is everywhere and can be found in any place or religion. After talking about the origins of the Book of Mormon he casually remarks, "It sounds a lot like the Bible; I really don't see anything very unique about your book. It seems to just talk about God like a lot of other good books." You say that the Book of Mormon is different and special. He responds, "In what way is your book special?"

1. Demonstration (15 minutes): Take a few seconds to think of what you would say in response. With the district acting as the investigator and the teacher acting as the missionary, the teacher will testify of the Book of Mormon. The teacher will randomly select missionaries and ask them "O que é o Livro de Mórmon?".

2. Practice: Practice (15 minutes): With your companion, testify of the Book of Mormon to one another. During the activity, have one missionary act as the investigator and repeat in Portuguese what the missionary is teaching.

3. Re-practice: Re-practice (10 minutes): As your investigator listens to your heart felt testimony he begins to see/feel the importance of the Book of Mormon. He says, "Well, I would like to read your book, but I still feel like your church is similar to all the other churches. All of them lead me to God. What is so special about your church and Joseph Smith?" Repeat the activity above but this time describing the church, Joseph Smith, the first vision—any aspect of the restoration. Use each of the demonstrative adjectives and be creative in your sentences. Continue switching off between the role of missionary and investigator. At the end, write your favorite two or three sentences that you created.

Additional Scenario(s)

- Giving directions to an investigator of how to get to church
- Describing one's area to one's new companion
- Discussing the beliefs of various religions

Receptive Skill: Listening
Productive Skill: Speaking, Writing

Preterit

	José Smith		**falou**					**com**	**Deus**	
	Joseph Smith		*spoke*					*with*	*God*	
Sim,	**Jesus Cristo**		**restaur~~ar~~**	-	*restore*		**-AR**	**para**	**Deus**	
Yes	*Jesus Christ*		**cham~~ar~~**	-	*call*		**-ei / -amos**	*In order*	*God*	
Não,	**José Smith**	**(não)***	**or~~ar~~**	-	*pray*	+	**-aste / -astes**	**em**	**Jesus Cristo**	
No	*Joseph Smith*		**confi~~ar~~**	-	*trust*		**-ou / -aram**	*In*	*Jesus Christ*	
	Eu		**crucific~~ar~~**	-	*crucify*			**com**	**os apóstolos**	
	I		**ensin~~ar~~**	-	*teach*			*with*	*the apostles*	
	Os apóstolos		**rejeit~~ar~~**	-	*reject*			**a**	**José Smith**	
	The apostles		**fal~~ar~~**	-	*speak*			*to*	*Joseph Smith*	
	Pessoas iníquas		**entend~~er~~**	-	*understand*		**-ER**		**o evangelho**	**(?)**
	Wicked people		**obedec~~er~~**	-	*obey*		**-i / -emos**		*the Gospel*	
			escolh~~er~~	-	*choose*	+	**-este / -estes**		**o reino de Deus**	
			aprend~~er~~	-	*learn*		**-eu / -eram**		*the kingdom of God*	
			establec~~er~~	-	*establish*				**a doutrina verdadeira**	
			compel~~ir~~	-	*compel*		**-IR**		*the true doctrine*	
			decid~~ir~~	-	*decide*		**-i / -imos**		**a vontade do Senhor**	
			cumpr~~ir~~	-	*fulfill*	+	**-iste / -istes**		*the will of the Lord*	
			abr~~ir~~	-	*open*		**-iu / -iram**		**as escrituras**	
									the scriptures	

José Smith restaurou o evangelho?
Joseph Smith restored the Gospel?
Sim, José Smith restaurou o evangelho.
Yes, Joseph Smith restored the Gospel.
Não, Jesus Cristo restaurou o evangelho.
No, Jesus Christ restored the Gospel.

**Place the no here (between the subject and verb) when you want to say "didn't" in English*

Function: Narrating experiences and telling stories
Context: Christ's Ministry, The Apostasy, and The Restoration

Scenario

Watch in Portuguse the portion of Finding Faith in Christ that portrays the last days of Christ's mortal life (19:15–24:00). While you listen, record what words were said that you don't understand. Pay particular attention to the usage of preterit tense. Read the scripture 2 Nephi 31:16–17 and think about what things Jesus Christ did that we should follow.

1. Practice: Using the board display create questions and responses regarding the things Christ did.
Mis.: Élder Duke, Jesus Cristo obedeceu o Pai?
Inv: Sim, Jesus Cristo obedeceu o Pai.
Mis.: Jesus Cristo curou os enfermos?
Inv: Sim, Jesus Cristo curou os enfermos.
Take time to create multiple sentences and ask your companion whether or not they are true; give the companion time to respond.

2. Re-practice: Do the same activity but using Joseph Smith. Create questions and responses describing the good things that Joseph Smith did.

Additional Scenario(s)

- Teaching about the first vision
- Telling stories about one's family
- Discussing the concept of dispensations and apostocies

Conceptual Practice: Preterit vs. Imperfect

Objective: Successfully choose the correct past tense for the following story about Joseph Smith's experience.

Instructions: Decide whether to use preterit or imperfect for the underlined verbs. Use imperfect to describe habitual or repeated actions. Use preterit to describe completion of a single action. (Answers on pg. 93)

There was[1] once a boy named Joseph. Joseph lived[2] in the United States. His family members were[3] deeply religious. They continually sought[4] for truth. In those days, there was[5] a great religious fervor. Many ministers claimed[6] to have the true gospel. Joseph desired[7] to know which of all the sects was[8] right. Joseph would turn[9] to the Bible for guidance, and attended[10] many different churches, but he remained[11] confused.

One day, Joseph read[12] James 1:5. It said[13] to ask God for guidance. Joseph decided[14] that he needed[15] to pray. He went[16] to a grove near his house. Finding himself alone, he knelt[17] down. As he was[18] praying, he felt[19] the opposition of the Adversary. While he was[20] struggling against this opposition, he cried[21] out to God. At this moment, Joseph saw[22] a pillar of light, exactly over his head. The light was[23] brighter than the sun, and it descended[24] gradually upon him. When the light rested[25] upon him, he saw[26] two personages, whose brightness defied[27] all description. One of them called[28] Joseph by name, and spoke[29] to him. Jesus Christ told[30] him not to join any of the various churches; he needed[31] to wait. Joseph was[32] called to be a prophet. He had[33] a vision, and he never denied[34] it. Over the course of his life, Joseph often endured[35] trials; nevertheless, he continued[36] faithful until the end.

When Joseph was[37] older, the angel Moroni came[38] to show him where the plates were[39] buried. He received[40] the Book of Mormon, and translated[41] it into English by the power of God. The Book of Mormon was[42] printed as a second testament of Christ. Joseph also received[43] the priesthood from angelic messengers. On April 6th, 1830, Joseph Smith established[44] the true church of Christ.

In the years following its establishment, the church grew[45] steadily. Many people were[46] baptized, despite rising opposition. Joseph was eventually imprisoned[47] in Carthage jail. While he was[48] in jail, a mob came[49] to kill him. The mob reached[50] the room where Joseph was[51] staying, and shot[52] him. On that day, Joseph was[53] martyred in cold blood. Joseph sealed[54] his testimony with his life.

Scenario

Watch the movie "The Restoration" to the 1st Vision (10:29 –15:10). As you watch, pay special attention to the use of past tense and try and distinguish which sentences in English would be preterit or imperfect when tranlated to Portuguese.

1. Practice: Create five sentences in English describing Joseph's state or condition prior to the vision that would be "imperfect" in Portuguese (i.e. Joseph was very confused). Then do the same for the "preterit" tense, describe five events that took place (i.e. Joseph read in James 1:5)
Now read the following scenario:
Scenario: An appointment that you set the day before just fell through; your other plans are to contact in the surrounding area. After about a half hour you knock on the door of a small house and a thirty-year-old man answers. When you invite him to find happiness through the gospel he responds, "I have about twenty minutes; if you would like come on in and talk to us for a while we'd be happy to have you." You and your companion enter. After a short introduction he realizes you are a missionaries of the Mormon faith and says, "I have heard a good deal about your religion from a friend of mine. He talks about your prophet Smith. Who is he and what did he do to make my friend so opinionated?"

2. Re-practice: Pair up with another companionship and teach the other companionship who Joseph Smith was and what he did, and when ever you come to past tense specify which conjugation would be used.

Additional Scenario(s)

- Giving background about Joseph Smith
- Discussing spiritual experiences one had before the mission
- Giving a brief history of the Book of Mormon

Imperfect

José Smith	procurava	a verdade entre as várias crenças.
Joseph Smith	*looked for*	*the truth amidst the different faiths.*

Sim, *Yes*
Não, *No*
O que *What*
Por que *Why*

José Smith	**(não)**	
Joseph Smith	*not*	
As várias igrejas		
The different churches		
A verdade		
The truth		
Este país era o único que		
This country was the only one that		

Verb

-AR

procur~~ar~~	-	*to look for*	
ensin~~ar~~	-	*to teach*	
est~~ar~~	-	*to be*	
desej~~ar~~	-	*to desire*	
estud~~ar~~	-	*to study*	+

-ER/-IR

viv~~er~~	-	*to live*
l~~er~~	-	*to read*
quer~~er~~	-	*to want*
***hav~~er~~**	-	*there was/were*
assist~~ir~~	-	*to attend*

-ar verbs	
ava	**ávamos**
avas	**áveis**
ava	**avam**

-er/ir verbs	
ia	**íamos**
ias	**íeis**
ia	**iam**

a verdade entre as várias crenças	-	*the truth amidst the different faiths*	
a autoridade para batizar	-	*the authority to baptize*	**(?)**
a Bíblia constantemente na terra	-	*The Bible constantly on the earth*	
nos Estados Unidos	-	*in the united States*	
uma época de grande agitação religiosa	-	*a time of great religious excitement*	
uma liberdade religiosa	-	*a religious freedom*	
uma resposta de Deus	-	*an answer from God*	
saber qual era a igreja verdadeira	-	*to know which one was the true church*	
saber onde encontrar a verdade	-	*to know where to find the truth.*	
as várias igrejas	-	*to different churches*	
a qual igreja unir-se	-	*what church to join*	
confuso sobre religião	-	*confused about religion*	
falsas doutrinas	-	*false doctrines*	
catorze anos	-	*fourteen years old*	
fé em Deus	-	*faith in God*	
seguir a Deus	-	*follow God*	

A verdade estava na terra?
The truth was on the earth?
Sim, a verdade estava na terra.
Yes, the truth was on the earth.
Não, a verdade não estava na terra.
No, the truth was not on the earth.

O que as várias igrejas ensinavam?
What did the different churches teach?
As várias Igrejas ensinavam falsas doutrinas.
The different churches taught false doctrines.

Porque José Smith estava confuso?
Why was Joseph Smith confused?
José Smith estava confuso porque não sabia a qual igreja unir-se.
Joseph Smith was confused because he didn't know what church to join.

**Haver is only conjugated in the ele/ela form regardless of person or number.*

Function: Narrating experiences and telling stories
Context: Teaching about the prophet Joseph Smith

Scenario

Watch the video of the religious fervor of the Restoration (The Restoration 2:52-4:15). Pay particular attention to the doctrines taught and the religious atmosphere.

1. Demonstration: Watch how a sentence is constructed using the vocabulary in the board display as demonstrated by your teacher. Answer questions that your teacher presents to you. For example:
Teacher: "As várias igrejas ensinavam a Bíblia constantemente?"
Mis.: "Sim, as várias igrejas ensinavam a Bíblia constantemente."

2. Practice: Use the imperfect tense to describe the religious setting which was the setting for the Restoration.

3. Re-practice: Do the same activity, but this time describe Joseph Smith's specific situation

Additional Scenario(s)

- Telling about a past experience
- Telling time in the past

Past Participle

	O Evangelho *The Gospel*		**foi** *was*	**rejeitado** *rejected*		**pelas pessoas.** *by the people.*
Sim, *Yes*	**O evangelho** *The Gospel*		**Ser- to be** **é / foi** *is / was*	**rejeit~~ar~~** *to reject*		**pelas pessoas** *by the people*
Não, *No*	**A verdade** *The truth*			**tir~~ar~~** *to take*	**-AR** **-ado***	**por meio de José Smith** *through Joseph Smith*
Quando *When*	**O sacerdócio** *The priesthood*			**restaur~~ar~~** *to restore*		**pelos profetas** *by the prophets*
Por que *Why*	**A plenitude do evangelho** *The fulness of the Gospel*			**preg~~ar~~** *to preach*		**da terra na Apostasia** *from the earth in the Apostasy*
	Partes claras e preciosas *Plain and precious things*	**(não)**	**são / foram** *are / were*	**revel~~ar~~** *to reveal*	**-ER/-IR** **-ido***	**da Bíblia** *of the Bible*
	Os apóstolos *The apostles*			**ensin~~ar~~** *to teach*		**a todas as pessoas** *to all the people*
	As escrituras *The scriptures*			**perd~~er~~** *to lose*		**através dos profetas** *through the prophets*
				Irregulars		**em cada dispensação** *in each dispensation*
				salvar *to save*	**salvo*** *saved*	**nas escrituras** *in the scriptures*
				aceitar *to accept*	**aceite*** *accepted*	**durante a Apostasia** *during the Apostasy*
				matar *to kill*	**morto*** *killed*	

<u>Os</u> apóstol<u>os</u> foram rejeitad<u>os</u>?
The apostles were rejected?
Sim, <u>os</u> apóstol<u>os</u> foram rejeitad<u>os</u>.
Yes, the apostles were rejected.
Não, os apóstolos não foram rejeitados.
No, the apostles were not rejected.

Por que o evangelho foi restaurado?
Why was the Gospel restored?
O evangelho foi restaurado porque foi tirado da terra durante a Apostasia
The Gospel was restored because it was taken from the earth during the Apostasy.

**Past Participles must match the subject in gender and number*

Function: Asking about and describing actions and events
Context: Teaching dispensations and apostasies

Scenario

You are teaching an investigator that has a hard time understanding the importance of dispensations and apostasies. He claims that there is no need for prophets today because Christ has already taught us all that we need to know in order to be saved.

1. Demonstration: The teacher will write on the board "the gospel of Jesus Christ," as a title, and then divide the board into two columns. In one column they will write prophets and in the other wicked people. List on each side the things that were done by the prophets or the wicked people regarding the gospel of Jesus Christ.

O Evangelho de Jesus Cristo:

Profetas

- Foi revelado aos profetas por Deus
- Foi restaurado em cada dispensação através dos profetas
- Foi ensinado em cada dispensação pelos profetas
- Foi restaurado nos nossos dias por meio de José Smith
- Encontra-se no Livro de Mórmon, escrito pelos profetas

Pessoas Iníquas

- Foi rejeitado pelas pessoas
- Foi tirado da terra durante a Apostasía
- Foi mudado por pessoas iníquas
- Partes do evangelho foram tiradas da Bíblia

2. Practice: Practice with your companion by explaining to each other, playing the role play of the investigator, what was done by the prophets or the wicked people regarding the gospel of Jesus Christ. Ask effective questions to see if the investigator understands the difference between having a prophet and not having a prophet.

For example:

O evangelho de Jesus Cristo foi revelado aos profetas.

O evangelho de Jesus Cristo foi rejeitado por pessoas iníquas.

Mis.: Por quem foi restaurado o evangelho de Jesus Cristo?

Inv.: Foi restaurado pelos profetas.

Mis.: E por quem foi rejeitado?

Inv.: Foi rejeitado por pessoas iníquas.

2. Re-practice: by using different sentences from the board list.

Additional Scenario(s)

- Teaching about the Restoration and Book of Mormon
- Discussing the Atonement
- Describing missionary work to a non-member

Conditional

	O que *What*	daria *would you give*			para obter o perdão? *to obtain forgiveness?*	
Sim, *Yes,* **Não** *No* **O que** *What* **Como** *How* **Por que** *Why*		**viver** *live* **sacrificar** *sacrifice* **dar** *give* **orar** *pray* **ler** *read* **perguntar** *ask* **guardar** *keep* **obedecer** *obey*	+	**ia** | **íamos** **ias** | **íais** **ia** | **iam**	**para obter o perdão** *to obtain forgiveness* **para conhecer a Deus** *to know God* **para ter uma família eterna** *to have an eternal family.* **para encontrar paz** *to find peace* **para estar limpo e puro** *in to be clean and pure* **para receber uma resposta de Deus** *to receive an answer from God* **para trazer amor ao seu lar** *to bring love to your home* **para saber a verdade** *to know the truth* **para salvar o seu casamento** *to save your marriage* **para saber se é verdadeiro** *to know if it's true.*	**(?)**

O que darias para conhecer a Deus?
What would you give to know God?
Leria as escrituras.
I would read the scriptures
Guardaria os mandamentos
I would keep the commandments.

Guardarias os mandamentos para encontrar paz?
Would you keep the commandments to find peace?
Não, não guardaria os mandamentos.
No, I wouldn't keep the commandments.

Function: Asking and answering questions of cause and effect
Context: Asking effective questions

Scenario

Watch the video clip from "Invitation to Be Baptized –Jynx", found in District 2 (0.00min–1.45min) <https://apps.mtc.byu.edu/medialibrary/preachMyGospel.html>. The missionaries invite Jynx to be baptized after their second visit but she declines to set a date.

1. Discuss why investigators would not accept a specific commitment. Write your ideas on the board.

2. Discuss how you can help your investigators resolve their concerns in order to keep the commitments given.

3. Role play with your companion (switching off taking the role of the investigator). Ask sister Jynx the following question:
If you came to know this message is true, would you_____?
Se soubesse que esta mensagem era verdadeira, a senhora _____?

4. Practice: Complete the question with the following commitments.
- arrependeria-se dos seus pecados?
- oraria frequentemente?
- iria à igreja este domingo?
- escutaria à nossa mensagem?
- obedeceria os mandamentos de Deus?
- batizaria-se por alguém que tenha a autoridade de Deus?

5. Practice: Reject the commitment giving an explanation of why she wouldn't commit. For example:
- Não acredito que Deus pode perdoar-me de todos os meus pecados.
- Não sei se Deus escuta às minhas oracões.
- Não conheço nada da igreja.
- Não tenho tempo.
- Não consigo guardar todos os mandamentos.
- Não me sinto preparada.

6. Practice: Then, ask her again if she would accept the invitation if the missionaries would help her with whatever doubt she has. Have the investigator accept the commitment the second time. For example:
Mis.: Se soubesse que esta mensagem era verdadeira, batizaria-se por alguém que tenha a autoridade de Deus?
Inv.: Não, não me batizaria porque não me sinto preparada.
Mis.: Se sentisse-se preparada, batizaria-se por alguém que tenha a autoridade de Deus?
Inv.: Sim, batizaria-me se sentisse-me preparada.

7. Re-practice: by using different commitments to help Sister Jynx come unto Christ.

Additional Scenario(s)

- Resloving doubts
- Explaining possible blessings of keeping commitments

Past Subjunctive

Era importante que	tivéssemos	um corpo físico.
It was important that	*we had*	*a physical body*

Sim,
Yes
Não,
No
Por que
Why

Deus *mandou-nos aqui para que
God sent us here so that
Deus *queria que os Seus filhos
God wanted that His children
Deus *criou a terra para que
God created the earth so that
Era importante que
It was important that
Não podíamos progredir a menos que
We couldn't progress unless
O Senhor sofreu para que
The Lord suffered so that

A minha vida seria muito mais difícil se (não)
My life would be much more difficult if
Não seríamos felizes se (não)
We wouldn't be happy if
Veria uma grande mudança na sua vida se
You would see a great change in your life if

Preterit vocês form

progredi~~ram~~
progressed
tive~~ram~~
had
obedece~~ram~~
obeyed
volta~~ram~~
returned
se arrepende~~ram~~
repented
le~~ram~~
read
ora~~ram~~
prayed
peca~~ram~~
sinned
aprende~~ram~~
learned
****houve~~ram~~**
there was

ar/er/ir endings

	-sse	-´ssemos
+	-sses	-´sseis
	-sse	-ssem

em todas as coisas	-	*in all things*	
um corpo físico	-	*a phyisical body*	
um batismo como o	-	*a baptism like*	
de Jesus Cristo	-	*Jesus Christ*	
um Salvador	-	*a Savior*	
uma família	-	*a family*	
uma Expiação eterna	-	*an eternal Atonement*	**(?)**
o evangelho	-	*the gospel*	
o plano de Deus	-	*God´s plan*	
o arbítrio	-	*free agency*	
os mandamentos	-	*the commandments*	
as escrituras	-	*the scriptures*	
a escolher o certo	-	*to choose the right*	
à presença de Deus	-	*to the presence of God*	
dos seus pecados	-	*of your sins*	
dos nossos erros	-	*of our mistakes*	
prosperar	-	*prosper*	
ter paz e alegria	-	*to have peace and joy*	
todos os dias	-	*every day*	

Era importante que obedecessem?
Was it important that they obeyed?
Sim, era importante que obedecessem.
Yes, it was important that they obeyed.
Não, era importante que progredissem.
No, it was important that they progressed.

Por que Deus queria que os Seus filhos tivessem provações nesta vida?
Why did God want His children to have trials in this life?
Porque não podíamos progredir a menos que houvesse oposição em todas as coisas.
Because we couldn't progress unless there was opposition in all things.

***Haver is generally used in the 3rd person singular conjugation.*
when negating, the "não" goes between the subject and the verb. (i.e. Deus* **não *nos mandou cá para que pecássemos.)*

Function: Narrating experiences and telling stories
Context: Teaching about the Plan of Salvation

Scenario

1. Watch the video clip from "Steven Marmo", found in the "First Four Days" lessons link <http://www.nytimes.com/packages/html/nyregion/1-in-8-million/index.html#/steven_marm>. In the video clip, Steven talks about some challenges he faced in life.

2. When the missionaries were teaching him the Plan of Salvation, he told them that he didn't understand the need of believing in Christ. He told them that it didn't make sense to him how a man could take all the sins of the world upon him and save us.

3. List on the board the things that you know about Steven's life.

4. Read the following scriptures and discuss with them how Christ can help Steven with the challenges he is facing. Write your ideas on the board next to the following scriptures.

–Alma 7:11	–12 -Alma 34:9
–Éter 12:27	–D&C 101:36
–Mateus 11:28-30	–D&C 19:16–19

5. Watch a teacher demonstrate how you can transform your sentences to "if-then" statements by using "past subjunctive." Modify their sentences by starting with "If Christ __(did or didn't do something)__ , then __(this would or wouldn't happen)__."

For example:

- Se Cristo não tivesse morrido por nós, não entenderia os nossos problemas.
- Se Cristo não nos ajudasse com os nossos fardos, a nossa vida seria muito difícil.
- Se Cristo não fosse o nosso Salvador, não venceríamos o pecado.
- Se Cristo abandonasse-nos, não poderíamos voltar para viver com Deus.

6. Role play with your companion (switching off taking the role of Steven) and help Steven with his concern. The investigator will start off by telling the missionaries his concern and then the missionaries will share a scripture with him. Explain the scripture by using "ifthen" statements to show Steven what would happen without Christ dying for us. Then ask Steven about the things they taught him to see if he now understands the need of believing in Christ. Make sure you use "past subjunctive" as they ask Steven. For example:

Inv.: Não entendo a necessidade de acreditar em Cristo.
Mis.: Alma 7:11–12 diz que se Cristo não tivesse morrido por nós, então não entenderia os nossos problemas.
Mis.: Se Cristo não tivesse morrido por nós, então Ele não poderia ajudar-nos.
Mis.: Steven, se Cristo não tivesse morrido por nós, Ele entenderia os nossos problemas?
Inv.: Não, se Cristo não tivesse morrido por nós, então Ele não entenderia os nossos problemas.

7. Re-practice: by using different scriptures and different ways to explain how Christ can help Steven in his life.

Additional Scenario(s)

- Teaching about the Atonement
- Discussing your decision to go on a misison

Conceptual Practice: Future vs. Past

Objective: Successfully choose whether to use future subjunctive or past subjunctive with the trigger '*se*':
Instructions: Take turns reading the sentences. Decide whether to use future or past subjunctive for the underlined verbs. Future is used when referring to hypothetical situation in or in a conjecture about the future. Past is used for contrary to fact statements or if/would statements. (Answers on pg. 93)

1. If I <u>were</u> you, I would speak as often as I could.
2. If I <u>were</u> exhausted, I would still plan.
3. If these books <u>were</u> Brother Pires's, he would want them.
4. If my sweater <u>were</u> wool, it would be warmer.
5. If <u>he's</u> nervous, we'll encourage him.
6. If today <u>were</u> Monday, it would be preparation day.
7. If the Santos family <u>sat</u> with him, we'd be happy.
8. If he <u>is</u> feeling down, he will go to church.
9. If we <u>work</u> with the members, we will have more success.
10. If the bishop <u>were</u> home, he'd answer.
11. If I <u>learn</u> that lesson, I will do well.
12. If I <u>repent</u>, I will be forgiven.
13. If I <u>worked</u> hard, I would be happy.
14. If I <u>leave</u> tomorrow, I will be ready to teach.
15. Even if we <u>face</u> challenges, we won't give up.
16. If you <u>pray</u> you will receive an answer.
17. If you <u>go</u> to church, you will feel the spirit.
18. If God <u>spoke</u> to you, what would you ask?
19. If you <u>are</u> kind to others, you'll be blessed.
20. If I <u>were</u> a missionary, I'd work hard.
21. If we <u>fast</u>, the spirit will tell us where to go.
22. If you <u>needed</u> it, God would give it to you.
23. If he <u>received</u> an answer, he would certainly act on it.
24. If I <u>weren't</u> obedient, the work would be harder.
25. If he <u>were</u> sick, he would never go out.
26. If I <u>am accepted</u> to BYU, I will go.
27. If my companion <u>lost</u> his pen, he'd be frustrated.
28. If General Conference <u>is</u> next month, I'll watch it.
29. If my food <u>were</u> too hot, I wouldn't eat it.
30. Even if I <u>spoke</u> Portuguese perfectly, I would still need the spirit.

Scenario

You have recently begun teaching Cristovão, who has a strong baptist background. When teaching about the Atonement he had some concerns about the doctrines of how certain blessings of the Atonement are conditional on our actions.

1. Briefly discuss the doctrine of the Atonement and grace as a class.

2. Demonstration: Watch a short demonstration showing how 'future subjuctinve' and 'past subjunctive' express different ideas.
- When we die we will be resurrected.
- You would be forgiven if you repented.

3. Practice: Have each companionship discuss the doctrines of the Atonement. Decide which doctrines would be taught in 'future subjuctive'and which would be in 'past subjunctive'.
Examples:
-If you followed the doctrine of Christ you would receive exaltation.
-When we sin, Christ will still love us.

Additional Scenario(s)

- Discussing how your life would be without the gospel
- Tell a story from the scriptures

Future Subjunctive

Se	orarem		com real intenção	vão	sentir o Espírito.
If	*they pray*		*with real intent*	*they will*	*feel the Spirit*

Quando	**ora~~r~~**		**com real intenção**			**receber uma resposta**	
When	*to pray*		*with real intent*			*receive an answer*	
Assim que	**le~~r~~**		**hoje à noite**	**vou**	**vamos**	**sentir o Espírito**	
As soon as	*to read*		*tonight*	*I will*	*we will*	*feel the spirit*	
Se	**guarda~~r~~**		**no Livro de Mórmon**	**vais**	**ides**	**ter mais paz na sua vida**	
If	*to keep*	**r** / **rmos**	*in the Book of Mormon*	*you will*	*they will*	*have more peace in your life*	
Logo que	**assisti~~r~~** +	**res** / **rdes**	**neste capítulo**	**vai**	**vão**	**ter mais felicidade**	**(?)**
As soon as	*to attend*	**r** / **rem**	*in this chapter*	*you/he/she will*	*they will*	*have more happiness*	
Depois que	**confia~~r~~**		**os mandamentos**		*you all will*	**ter mais amor no lar**	
After	*to rely upon*		*the commandments*			*have more love at home*	
Enquanto			**a igreja este domingo**			**saber o que deves fazer**	
While	**Irregular***		*church this sunday*			*know what you should do*	
	estar	**~~estiveram~~**	**a palavra de sabedoria**			**poder ajudar outros**	
	to be		*the word of wisdom*			*be able to help others*	
	ser	**~~foram~~**	**os mandamentos**			**ser guiado/a**	
	to be		*the commandments*			*be guided*	
	fazer	**~~fizeram~~**	**no Espírito**			**ser um exemplo**	
	to do		*in the Spirit*			*be an example*	
			pronto				
			ready				

Assim que leres no Livro de Mórmon vais receber uma resposta?

As soon as you read in the Book of Mórmon, will you receive an answer?

Sim, assim que eu ler no Livro de Mórmon vou receber uma resposta

Yes, as soon as I read in the Book of Mórmon I will receive an answer.

Não, depois que eu ler no Livro de Mórmon vou receber uma resposta.

No, after I read in the Book of Mórmon I will receive an answer.

**Like in Past Subjunctive, this rule ("slam the ram") applies to all verbs, but it is only required for verbs that are irregular in the preterit (e.g., estar, dizer, haver, etc).*

Function: Asking and answering questions of cause and effect
Context: Promising blessings

Scenario

You have been teaching Guilherme for 4 weeks and he has been having a lot of difficulties in keeping his commitments. He is really enjoying the lessons but always admits that he hasn't done what you have asked him to do. You and your companion decide that he needs to better understand the blessings that will come through keeping your commitments.

1. Demonstrate: Your teacher will demonstrate how to give a direct 'yes or no' commitment and then how to follow up that commitment with a promised blessing.
Mis: Vai guardar a lei de castidade?
Guil: Sim, vou guardar a lei de castidade.
Mis: Eu sei que vai sentir mais influência do Espírito na sua vida quando guardar a lei de castidade.

2. Practice: Have one missionary assume the role of Guilherme, the investigator. Have the other missionary invite Guilherme to keep a commitment, and then promise blessings.

3. Re-practice: Do the same activity but have the missionary give a negative hypothetical situation.
Example:
Se você não deixar de fumar, vai ter mais dificuldades em receber uma resposta.

Additional Scenario(s)

- Explaining what will happen at their batism.
- Discussing Sunday services before they have gone to church.

Present Subjunctive Articles

Deus	**quer**	**um discípulo**	**que**	**ame**	**ao seu próximo.**
God	*wants*	*a disciple*	*that*	*loves*	*(to) his or her neighbor*

Deus	**(não)**	**querer**	**uma pessoa**	**que**	**(nunca)***	**amar**				**ao seu próximo**	
God	*(no)*	*to want*	*a person*	*that*	*(never)*	*to love*		**Ar:**		*(to) their neighbor*	
Nós		**desejar**	**um(a) filho/a**		**(não)***	**orar**	+	**-e**	**-emos**	**o evangelho aos seus amigos**	
We		*to desire*	*a son/daughter*		*(not)*	*to pray*		**-es**	**-eis**	*the gospel to their friends*	
A igreja		**procurar**	**uma oração**			**dedicar**		**-e**	**-em**	**a hipocrisia**	**(?)**
The church		*to search for*	*a prayer*			*to dedicate*				*hypocrisy*	
O Senhor		**responder**	**um pesqisador**			**entregar****				**a verdade**	
The Lord		*to answer*	*an investigator*			*to hand over*				*the truth*	
O Pai		**visitar**	**um discípulo**			**estar**				**os mandamentos com exatidão**	
The Father		*to visit*	*a disciple*			*to be*				*the commandments with exactness*	
		aceitar				**proclamar**				**nas promessas de Deus**	
		to accept				*to proclaim*				*in the promises of God*	
		precisar				**confiar**				**no profeta**	
		to need				*to trust*				*in the prophet*	
						pecar				**com todo o seu coração**	
						to sin				*with all of their heart*	
						crer		**Er/Ir:**		**a sua vontade a Deus**	
						to believe		**-a**	**-amos**	*their will to god*	
						viver	+	**-as**	**-ais**	**a sua vida a Deus**	
						to live		**-a**	**-am**	*their life to God*	

O Pai quer um discípulo que proclame o evangelho?
Does the Father want a disciple that preaches the gospel?
Sim, o pai quer um discípulo que defenda a verdade.
Yes, the Father wants a disciple that defends the truth.

Deus precisa de um discípulo que nunca peque?
Does God need a disciple that never sins?
Não, Deus precisa de um discípulo que ame com todo o seu coração.
No, God needs a disciple that loves with all their heart.

** place negation here if you want to make the second idea negative.*
***Some verbs must be orthographically changed to keep their sound. (i.e.entregar- entregue, ficar- fique, etc.)*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: The Role of the Holy Ghost in Conversion

Scenario

You have been teaching an investigator for the last three weeks. You invited him to be baptized but he said he hasn't received an answer yet. He is praying and reading the Book of Mormon but he hasn't been able to recognize an answer from God. He told you that before making a huge step like baptism, he wants to receive a clear answer from God that it is the right thing to do. When you asked him what type of answer he was expecting to receive, he said that he was waiting for some type of a sign or a voice from Heaven that would tell him what to do. You assigned him to read Moroni 10 before your next appointment and said you would talk more about how to receive an answer from God.

1. Read Morôni 10:1, 3–5, 21, 27, 31, 34 in Portuguese and look for all the verbs in "present subjunctive" in these verses.

2. Write the sentences with "present subjunctive" verbs on the board and discuss how these verses can help the investigator know how to recognize an answer from God.

- E quero que saibam que se passaram…
- Caso Deus julgue prudente que as leiais…
- E a não ser que tenhais caridade…
- E exorto-vos a que recordeis estas coisas…
- Para que se cumpram…
- Até que meu espírito e meu corpo tornem a unir-se…

3. Practice: by **role playing** this scenario with another companionship. You are going to visit the investigator (Manuel) today. Make sure you explain the following:

- How can I recognize if something comes from God or not?
- How is God going to answer me?
- What do I need to believe in first to receive an answer from God?
- Can the Lord give me a sign to know if these things are true?

Ask Manuel if he has any questions about the reading. Then have the investigator ask the missionaries one of the questions above. Have the missionaries answer that question with the scripture (Moroni 10:3–5). Then the missionaries will explain what the scripture means in his/her own words. Make sure that your are using "present subjunctive" as they give their answers. Ask Manuel the same question to see if he understood the answer.

For example:
Mis.: Tem perguntas sobre a leitura, Manuel?
Inv.: Sim, tenho uma pergunta. Como posso reconhecer se algo vem de Deus ou não?
Mis.: Morôni 10:4 diz que Deus vai manifestar a verdade pelo poder do Espírito Santo. Esta escritura significa que Deus vai responder às nossas orações pelos sentimentos do Espírito Santo.

4. Re-practice: by answering all of the questions above.

Additional Scenario(s)

- Planning one's finding activities for the week
- Discussing the what lesson an investigator need

Present Subjunctive Conjunctions

	Cristo vai salvar-nos *Christ will save us*	para que *so that*		voltemos *we return*		à sua presença *to his presence*	
Sim, *Yes* **Não,** *No* **Por que** *Why*	**Jesus Cristo (não) ajuda-nos***	**para que**	**(não)**	**guardar**	**Ar:**	**como Ele**	
	Jesus Christ helps us	*so that*	*(not)*	*To keep*	-e / -emos	*like him*	
	Cristo (não) vai salvar-nos	**a menos que**		**estar** +	-es / -eis	**a Ele**	
	Christ will (not) save us	*unless*		*To be*	-e / -em	*to him*	
	(Não) vamos receber perdão	**a fim de que**		**amar**		**a vida eterna**	**(?)**
	We will (not) receive forgiveness	*in order that*		*To love*		*eternal life*	
	Cristo (não) ensina-nos	**sem que**		**tornar-se**		**os mandamentos**	
	Christ teaches us	*without*		*To become*		*the commandments*	
	Jesus ama-nos	**embora**		**voltar**		**antes dos oito anos**	
	Jesus loves us	*although*		*To return*		*before eight years old*	
	Cristo (não) cura-nos	**mesmo que**				**as ordenanças**	
	Chirst (doesn't) heals us	*even if*				*the ordinances*	
	O Salvador (não) limpa-nos			**receber**	**Er/Ir:**	**à sua presença**	
	The Savior cleans us			*To recive*	-a / -amos	*to his precence*	
	Cristo vai ressuscitar-nos			**morrer** +	-as / -ais	**para ser julgados perante Deus**	
	Christ will ressurect us			*To die*	-a / -am	*to be judged before God*	
				obedecer		**perdão**	
				To obey		*forgiveness*	

Por que precisamos de ter fé na expiação de Cristo?
Why do we need to have faith in the atonement of Christ?
Temos que ter fé para que possamos arrepender-nos.
We have to have faith so that we can repent.

Cristo nos salvará sem que guardemos os mandamentos?
Will Christ save us without us keeping the commandments?
Não, Cristo não nos salvará a menos que guardemos os mandamentos
No, Christ will not save us unless we keep the commandments.

**In continental portuguese, whenever there is a negative (e.g., "não") the object comes to the front (e.g., Cristo não nos ajuda.)*

Function: Asking about and answering questions of cause and effect
Context: Teaching about the Atonement

Scenario

You are in you companion study. In order to be ready to teach that day, you decide to go over some questions that your investigators have asked you in previous visits. Find some scriptures to answer their questions later today. These are the questions the investigators have:

• Maria—Por que Deus nos mandou à terra se estávamos vivendo felizes com Ele no céu?
• Enrique—Por que Cristo deixou que o matasse se Ele tinha todo o poder de livrar-se dos Seus inimigos?
• Rogério— É necessário batizar-me de novo mesmo que já me batizasse quando era pequena?
• Daniel—Por que Deus permite que haja tanta maldade e sofrimento na terra se Ele é um Deus de amor?
• Mário—Quando uma pessoa pode entrar no templo?

1. Organize the tables in a conference scenario to have a district study. Take a short time to look for scriptures that can answer the investigators' questions.

2. Once you find some scriptures, **write** three phrases using some of the following conjunctions to answer the investigators' questions. Watch your teacher demonstrate briefly how you can do this.

-Para que	- Mesmo que	-A menos que	-Até que
-Contanto que	-Caso	-A fim de que	-Sem que

For example:
• Estamos na terra para que sejamos provados.
• Arrependemo-nos para que Deus nos perdoe dos nossos pecados.
• A menos que seja batizado pela autoridade verdadeira de Deus, o seu batismo não será válido.

3. Practice: by **role playing** with another companionship a scenario where you help these investigators with their questions. Start by asking the investigator if he/she has any question. Have the investigator ask the questions he/she has. Have the missionaries answer the questions with the scriptures you found. Use the phrases you created with "present subjunctive." Then have the missionaries ask the investigator back to see if the investigator understood the answer. For example:
Mis.: Tem uma pergunta para nós?
Inv.: Sim, por que Deus nos mandou à terra se estávamos vivendo felizes com Ele no céu?
Mis.: Em Abraão 3:24–25 diz que Deus mandou-nos à terra para que fôssemos provados. Deus mandou-nos à terra a fim de que tivêssemos um corpo. Maria, entende por que Deus mandou-nos à terra?
Inv.: Sim, para que pudêssemos ser provados.

4. Re-practice: by answering the rest of the investigators' questions

Additional Scenario(s)

• Asking for specific needs in prayer
• Explaining to investigators what is necessary to receive blessings

TALL Syllabus for the first 8 sessions

TALL Session 1 (30 min)

When in TALL, click on the tabs listed below in the following sequence. Then complete the activities listed below. If you finish before the end of 30 minutes, continue with the other activities provided on TALL.

Grammar> Tasks> Get to Know Someone> The Present Tense (-AR) and Subject Pronouns> Arrow to "A Estudar"> Estudar Esta Agora

1. Key Words 1
2. Match Words 1
3. Key Words 2
4. Match Words 2
5. Choose the Best Answer
6. Fill in the Blank
7. Match Parts
8. Choose the Audio
9. Drill Verbs
10. Build Sentences
11. Listen for use

TALL Session 2 (30 min)

When in TALL, click on the tabs listed below in the following sequence. Then complete the activities listed below. If you finish before the end of 30 minutes, continue with the other activities provided on TALL.

Gramática > Tarefas > Testify > The Present Tense (-ER, -IR) > Arrow to "A Estudar" > Estudar Esta Agora

1. Key Words 1
2. Match Words 1
3. Key Words 2
4. Match Words 2
5. Choose the Best Answer
6. Fill in the Blank
7. Match Parts
8. Choose the Audio
9. Drill Verbs
10. Build a Sentence
11. Build Sentences
12. Create a Sentence

TALL Session 3 (30 min)

When in TALL, click on the tabs listed below in the following sequence. Then complete the activities listed below. If you finish before the end of 30 minutes, continue with the other activities provided on TALL.

Gramática > Lições > The Plan of Salvation > Creation > Articles and Nouns > Arrow to "A Estudar" > Estudar Esta Agora

1. Key Words 1
2. Match Words 1
3. Key Words 2
4. Match Words 2
5. Choose the Best Answer
6. Match Parts
7. Choose the Audio
8. Build a Sentence

TALL Session 4 (30 min)

When in TALL, click on the tabs listed below in the following sequence. Then complete the activities listed below. If you finish before the end of 30 minutes, continue with the other activities provided on TALL.

Gramática > Tarefas > Core Tasks > Extend Commitment Invitations > Future Tenses > Arrow to "A Estudar" > Estudar Esta Agora

1. Key Words 1
2. Key Words 2
3. Match Words 2
4. Choose the Best Answer
5. Match Parts
6. Choose the Audio
7. Drill Verbs
8. Build Sentences
9. Listen for Use
10. Create Sentences

TALL Syllabus for the 8 sessions

TALL Session 5 (30 min)

When in TALL, click on the tabs in the following sequence.

Gramática > Tarefas > Follow-up on Commitments > The Preterit Tense (-AR) > Arrow to "A Estudar" > Estudar Esta Agora

1. Key Words 1
2. Match Words 1
3. Key Words 2
4. Match Words 2
5. Choose the Audio
6. Drill Verbs
7. Order Parts

Gramática > Lições > Heavenly Father Reveals His Gospel in Every Dispensation > Preterit Tense (-ER, -IR) > Arrow to "A Estudar" > Estudar Esta Agora

8. Key Words 1
9. Match Words 1
10. Key Words 2
11. Match Words 2
12. Choose the Audio
13. Drill Verbs
14. Build Sentences
15. Create a Sentence

TALL Session 6 (30 min)

When in TALL, click on the tabs in the following sequence.

Gramática > Lições > Message of the Restoration > The Restoration of the Gospel > The Imperfect Tense > Arrow to "A Estudar" > Estudar Esta Agora

1. Key Words 1
2. Match Words 1
3. Key Words 2
4. Match Words 2
5. Choose the Audio
6. Drill Verbs
7. Create a Sentence

TALL Session 7 (30 min)

When in TALL, click on the tabs listed below in the following sequence. Then complete the activities listed below. If you finish before the end of 30 minutes, continue with the other activities provided on TALL.

Gramática > Tarefas > Core Tasks > Share an Experience > Preterit vs. Imperfect > Arrow to "A Estudar" > Estudar Esta Agora

1. Key Words 1
2. Match Words 1
3. Key Words 2
4. Match Words 2
5. Match Parts
6. Choose the Audio
7. Build a Sentence
8. Create Sentences

TALL Session 8 (30 min)

When in TALL, click on the tabs listed below in the following sequence. Then complete the activities listed below. If you finish before the end of 30 minutes, continue with the other activities provided on TALL.

Gramática > Tudo > All Grammar > Ser vs. Estar vs. Ficar > Arrow to "A Estudar" > Estudar Esta Agora

1. Key Words 1
2. Match Words 1
3. Key Words 2
4. Match Words 2
5. Choose the Best Answer
6. Fill in the Blank
7. Match Parts
8. Choose the Audio
9. Drill Verbs
10. Build a Sentence
11. Build Sentences
12. Order Parts
13. Listen for Use
14. Use Pictures

Answers to Conceptual Practices

Ser and Estar (pg. 30)

1. Ser
2. Estar
3. Ser
4. Ser
5. Estar
6. Ser
7. Ser
8. Estar
9. Ser
10. Ser
11. Estar
12. Ser
13. Estar
14. Ser
15. Estar
16. Estar
17. Ser
18. Ser
19. Ser
20. Estar
21. Estar
22. Estar
23. Ser
24. Ser
25. Estar
26. Estar
27. Ser
28. Estar
29. Ser
30. Ser
31. Estar
32. Ser
33. Estar
34. Ser
35. Estar
36. Estar
37. Ser
38. Estar
39. Estar
40. Ser
41. Estar / Estar
42. Estar
43. Ser

Saber vs. Conhecer (pg. 40)

1. Saber
2. Conhecer
3. Saber
4. Saber
5. Conhecer
6. Conhecer
7. Saber
8. Conhecer
9. Saber
10. Conhecer
11. Conhecer
12. Saber
13. Conhecer
14. Saber

Por vs. Para (pg. 46)

1. Para
2. Por
3. Para
4. Por
5. Para
6. Por
7. Para
8. Por
9. Por
10. Para
11. Por
12. Para
13. Por
14. Para
15. Para
16. Para
17. Para
18. Para
19. Por
20. Por
21. Para
22. Para
23. Para
24. Por
25. Por
26. Para
27. Por
28. Por
29. Para
30. Para
31. Por
32. Para
33. Para
34. Por

Preterit vs. Imperfect (pg 72)

1. Imperfect
2. Imperfect
3. Imperfect
4. Imperfect
5. Imperfect
6. Imperfect
7. Imperfect
8. Imperfect
9. Imperfect
10. Imperfect
11. Imperfect
12. Preterit
13. Preterit
14. Preterit
15. Imperfect
16. Preterit
17. Preterit
18. Imperfect
19. Preterit
20. Imperfect
21. Preterit
22. Preterit
23. Imperfect
24. Imperfect
25. Preterit
26. Preterit
27. Imperfect
28. Preterit
29. Preterit
30. Preterit
31. Imperfect
32. Preterit
33. Preterit
34. Preterit
35. Imperfect
36. Preterit
37. Imperfect
38. Preterit
39. Imperfect
40. Preterit
41. Preterit
42. Preterit
43. Preterit
44. Preterit
45. Imperfect
46. Preferit
47. Preterit
48. Imperfect
49. Preterit
50. Preterit
51. Imperfect
52. Preterit
53. Preterit
54. Preterit

Future Subjunctive vs. Past Subjunctive (pg. 90)

1. Past
2. Past
3. Past
4. Past
5. Future
6. Past
7. Past
8. Future
9. Future
10. Past
11. Future
12. Future
13. Past
14. Future
15. Future
16. Future
17. Future
18. Past
19. Future
20. Past
21. Future
22. Past
23. Past
24. Past
25. Past
26. Future
27. Past
28. Future
29. Past
30. Past

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

Missionary Training Center

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